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Agnieszka Ślęzak-Świat

**Components of strategic competence in advanced foreign  
language users**

A dissertation presented to  
the Faculty of Philology, University of  
Silesia,  
in partial fulfillment of the requirements for  
the degree of Doctor Humanities  
in the subject of Applied Linguistics

Supervisor:  
Prof. dr hab. Maria Wysocka

University of Silesia 2008

## Acknowledgements

*The child must be seen as a foreigner,  
Who does not speak our language  
And who is ignorant of the laws and customs.  
Occasionally she likes to go sightseeing on her own  
And when lost will ask for information and advice.  
Wanted - a guide to answer questions politely and patiently.  
Treat her ignorance with respect.*

*Korczak (1999:102)*

I should like to express my gratitude to Prof. Maria Wysocka, my Supervisor, for accepting me as her PhD student, for her assistance in shaping and improving the manuscript, for her unruffled equanimity which helped me steer through all my uncertainties and doubts and last, but certainly not least, for her treating my ignorance with respect.

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## INTRODUCTION

Strategic competence seems to be related to some military skill, which was incorporated into language teaching and learning. As a matter of fact, we can trace certain similarities of the linguistic concept with military strategies from a text book of war written by Sextus Iulius Frontinus who was a Roman soldier (one of the generals reducing Britain to a Roman province), a politician and an author. His (84) *Strategemata* which is a collection of over 500 examples of devices, ruses, ploys, creative ideas from history, was intended to be a sort of checklist for the military commander.

Frontinus (84) discriminates between *strategy* and *stratagems* which are by nature extremely similar. For everything achieved by a commander, be it characterized by foresight, advantage, enterprise, or resolution, will belong under the head of *strategy*, while those things which fall under some special type of these will be *stratagems*. The essential characteristic of the latter, resting on skill and cleverness, is effective quite as much when the enemy is to be evaded as when he is to be crushed.

Frontinus (84) lists types of strategies for the guidance of a commander to be attended to before battle in the titles to chapters, we will present only some of them:

- III.** On determining the character of the war.
- V.** On escaping from difficult situations.
- VII.** How to conceal the absence of the things we lack, or to supply substitutes for them.
- VIII.** On distracting the attention of the enemy.

Frontinus (84)

In that view strategic competence may be perceived a shield, protecting us from revealing ignorance or incompetence as in everyday meaning of the word strategy and strategic is restricted to military, commercial or technical terms.

The titles of the Frontinus' (84) chapters bring vivid associations with Bachman's (1990:70) perception of strategic competence which constitutes our theoretical point of departure for examining the components of strategic competence in advanced users of English.

We decided to embark on the analysis of strategic behaviours of advanced users of language due to observations we shared with my colleagues after the Oral Practical

Exam of 5<sup>th</sup> year students. Despite of high level of proficiency students have already achieved they very often had problems with determining their goal of communication. The level of proficiency they have already achieved allows for comparisons with military commanders who possessing certain advantages at hand can strategise over their opponents. We would like to investigate the way components of strategic competence are orchestrated by an advanced language user.

Apart from attempting to empirically test the orchestration of components of strategic competence, this dissertation attempts to examine the interaction of the components in particular with respect to execution component.

Komorowska (2002:10) enumerates strategic competence as an indispensable component of a communicative competence and we would like to check what criteria need to be met to be referred as strategically competent and how can an advanced language user organise what they had already achieved.

The first six theoretical chapters are devoted to the development of the concept of strategic competence, we will also show how strategic competence is set in various models of language proficiency, and then focus on the very components of strategic competence, namely: determining communicative goal and planning, assessing and finally execution with emphasis on communication strategies and finally we will show how the proficiency of advanced language user can be determined by means of components of strategic competence.

The seventh chapter presents rationale for the study, the results of the pilot study conducted before embarking on a larger scale project as well as the description of the sample and instrumentation.

The eighth chapter departs from procedures followed in data collection to their analysis and initial interpretation.

The ninth chapter presents the tendencies we observed in the analysis of data, relationships between the components of strategic competence, the evaluation of the extent to which advanced users of language are strategically competent, teaching implications as well as suggestions for further research.



## **Chapter I**

### **The concept of strategic competence.**

#### **Introduction**

The first part of this chapter views the relevant research on proficiency models. It was important for us to start our dissertation with the presentation of the models of language proficiency as we need to precisely determine the criteria on basis of which we will determine the advanced foreign language user in our study on the components of strategic competence.

The second part of this chapter presents models of language proficiency which recognize the importance of strategic competence; however, they do not assign it a central role. We will show how the concept of strategic competence evolved and what the connections of the presented models in reference to Bachman and Palmer's (1996) of Communicative Language Ability are. In this chapter we decided to compare the models of proficiency with Bachman and Palmer's (1996) model of Communicative Language Ability as we assume that components of strategic competence they enumerate reveal the real nature of performance and their approach to strategic competence can function as a working model for our research on the components of strategic competence.

#### **1. Models of language proficiency.**

To have a broad view on the nature of strategic competence it is vital to examine models of language proficiency which do not overtly refer to the concept but constitute the

landmark efforts made by language specialists to understand the nature of competence in general.

We will embark on “the pioneering work of Hymes” (Canale, 1988:68) who has contributed greatly to the understanding of the nature of communicative competence and whose work has been adapted for second language in the work of Canale and Swain (1980, 1983), and later by Bachman (1990) and Bachman and Palmer (1996).

The next model we would like to present is Oller’s (1979) Unitary Competence Hypothesis which attempted to describe the construct of competence and it succeeded, as Vollmer and Sang (1983:31) put it “to force those claiming a divisible model of (foreign) language competence into serious re-consideration of their respective assumptions, thus stimulating a period of fruitful controversy and international discussion”.

After having presented Oller’s (1979) Unitary Competence Hypothesis we will proceed to Cummin’s CALP/BICS framework (1979,1983) which contributed immensely to the understanding of the construct of language proficiency as well as Interactional Competence Theory put forward by Hall (1993, 1995); He and Young (1998); Young (1999). This theory has been the result of multi-disciplinary research on interaction and constitutes a major change to the earlier models of communicative competence. The origins of the Interactional Competence Theory may be traced back to Vygotsky’s (1978) sociocultural theory which was also applied by Johnson (2001) to build Practical Oral Language Ability. We will also present Skehan’s (1998) *ability for use*.

The above listed models of language proficiency are of great importance with reference to strategic competence as they set theoretical frameworks for the vibrant phenomenon of language proficiency and which will help us determine the advanced foreign language user in the last theoretical chapter of our dissertation.

### **1.1. Communicative competence model.**

The notion of *communicative competence* was Hymes’ (1972) reaction, to Chomsky’s (1965:4) notion of *competence* who made a fundamental distinction between *competence* (the speaker-hearer’s knowledge of the language), and *performance*, the actual use of the language in concrete situation.

To the notion of *competence* Hymes (1972) added the ‘communicative’ element describing it as:

...rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole.

Hymes (1972:278)

Hymes (1972: 281) identifies four parameters of communicative competence, which compose a body of interacting systems:

- grammatical (what is formally possible),
- psycholinguistic (what is feasible in terms of human information processing),
- psychocultural (what is the social meaning or value of a given utterance) and
- probabilistic (what actually occurs)

He argues that:

we have then to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not and as to what to talk to about with whom, when, where, in what manner.

Hymes (1972: 277)

Should we compare the above Hymes’ (1972:227) argument that “a child acquires competence as to when to speak, when not” and Bachman and Plamer’s (1996) formulation that goal setting involves the language user in identifying and selecting one or more tasks he or she might attempt to complete, and deciding whether or not to attempt to complete the task(s) we can observe that they comply in their pragmatic approach to communication.

Hymes (1972: 280) observes ambiguity in the way Chomsky interpreted linguistic performance. To illustrate problems in the way the term is used he (1972:280) contrasted:

- (underlying) competence v. (actual) performance; and
- (underlying) grammatical competence v. (underlying) models/rules of performance

Hymes (1972: 280)

By contrasting these two meanings he (1972) differentiated between underlying model of performance (potential for use) considered a part of competence, which is termed

*ability for use* and actual instances of use (actual performance). “The specification of *ability for use* as part of competence allows for the role of noncognitive factors, such as motivation, as partly determining competence” (1972:283). Hymes (1972:283) has also reported other “capacities in interaction such as courage, gameness, gallantry, composure, presence of mind, dignity, stage confidence...” which are conducive to the development of the *ability for use* which is referred later on in the chapter by Skehan (1998) who, however, analyses it without reference to the above mentioned capacities which he considers to be affective factors. Hymes’ (1972:283) interest in “the other capacities” being conducive to the development of “ability for use” is significant here as the qualities enumerated by him would perfectly describe and advanced user of foreign language whom we associate with the skilled strategist (*cf* Introduction).

Undoubtedly, Hymes’ perception of ‘ability for use’ exerted enormous influence on Bachman and Palmer’s (1996) componential definition of strategic competence as well as on Interactional Competence Theory (Young, 1999) and Johnson’s (2001) Practical Oral Language Ability.

We can find reminiscences of Hymes’ (1972: 277) idea that a speaker needs to acquire “competence as to when to speak, when not and as to what to talk to about with whom, when, where, in what manner” in Wittgenstein’s (2004:56) claim that in communication there is “a drop of grammar and the ocean of meaning” and Burling’s (2005) observation that “language evolved as one part of an evolving mind but, from the start, linguistic ability was selected to help one mind communicate with another, not to help us with our private thoughts” which have also influenced our perception of strategic competence and the research we intend to conduct.

## **1.2. Unitary Competence Hypothesis.**

Unlike Hymes’(1972), Oller’s (1979) model of language proficiency cannot be broken into a system of separate components. Oller (1979:433) and his colleagues investigated scores derived from language test batteries and distinguished one general factor which repeatedly resulted from factor analyses of the data. His (1979) theory of single factor of language competence is known as the Unitary Competence Hypothesis

(UCH). According to Oller (1979: 25), this general factor is based on the learners' pragmatic expectancy grammar, which is explained in a following way:

In the normal use of language, no matter what level of language or mode of processing we think of, it is always possible to predict partially what will come next in any given sequence of elements. The elements may be sounds, syllables, words, phrases, sentences, paragraphs, or larger units of discourse. The mode of processing may be listening, speaking, reading, writing, or thinking, or some combination of these. In the meaningful use of language, some sort of pragmatic expectancy grammar must function in all cases.

Oller (1979:25)

Oller (1979:34) also defines pragmatic expectancy grammar as “a psychologically real system that sequentially orders linguistic elements in time and in relation to extra linguistic contexts in meaningful ways.” This definition assumes global and local planning of the language user. Still, Oller's (1979) perception of language competence reduces language proficiency to discrete, digital signals which can be assessed by usual analytical tools.

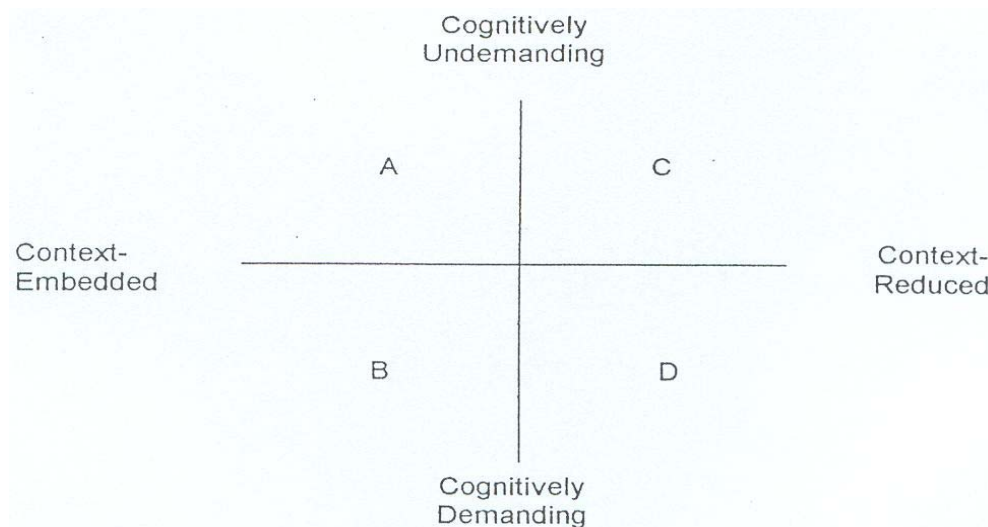
Although Unitary Competence Hypothesis refers mostly to grammar we can trace resembling features of one of the components of strategic competence, namely: planning to which Oller (1979) refers to as to prediction understood as global planning and then strategising within separate phrases which is associated in our study on components of strategic competence with the execution component realised by communication strategies both linguistic and paralinguistic ones.

### **1.3. CALP/BICS model.**

Cummins (1984:137) sees language proficiency as comprising two components: Basic Interpersonal and Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP). Basic interpersonal skills were defined as “the manifestation of language proficiency in everyday communicative contexts” and cognitive/academic language proficiency as “the manipulation of language in decontextualised academic situations”.

The researcher developed his model into a more general theoretical framework (Cummins 1984:120) in which he proposes that language proficiency can be characterized on two dimensions/continua, as shown in Figure 1.

### Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities



**Fig. 1:** Cummins' Framework for language Proficiency (Cummins, 1984:120)

The first context-embedded versus context-reduced communication continuum refers to contextual aid the speaker needs to be able to perform. In context-embedded communication, the speaker can negotiate meaning with the addressee and is supported by paralinguistic and situational clues. In context-reduced communication the speaker has to rely mostly on linguistic form rather than extralinguistic context to convey the meaning (Cummins, 1984:120). Such binary distinction has also been applied in Skehan's (1998:58) *ability for use* in which he differentiates between *syntactic mode*, which is applied when communicative pressure is not so heavy, when precision is important, or when task demands emphasize form, a syntactic mode assumes greater importance and *lexical mode*, which is applied more when pressure is greater and/or when effective communication is

paramount. We will elaborate on Skehan's (1998) concept of *ability for use* in subchapter 1.5.

The cognitively demanding versus cognitively undemanding continuum refers to the degree of cognitive complexity of the task or activity, which is described by Cummins (1984:121) as the "amount of information that must be processed simultaneously or in close succession by the individual in order to carry out the activity".

Cummins' (1979) framework is one of the first ones which refer to the extent to which the meaning is supported by contextual and interpersonal cues (such as gestures, facial expressions and intonation pattern present in face-to-face interaction) which constitute 65% of communication as it is claimed by Philpot (1983). At that point it is important to emphasise that it was Canale and Swain (1980:30) who conceive of strategic competence as made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

The interpersonal cues Cummins (1984) wrote about in reference to context-embedded communication are further discussed in the next model of language proficiency, namely: Interactional Competence Theory.

#### **1.4. Interactional Competence Theory**

Hall (1993, 1995), He and Young (1998) and Young (1999) have worked on the Interactional Competence Theory which they defined as "the knowledge that participants bring to and realize in interaction and the knowledge of how such knowledge is acquired" (Young, 1999: 118).

The theory is based on two notions. First of them is co-construction introduced by Jacoby and Ochs (1995) and described as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion, or other culturally meaningful activity" (1995:171). Young (1999:118) emphasizes that in this theory second language knowledge is considered to exist not within the mind-brain of a single participant; rather it is considered to be jointly constructed in interaction. The important fact Jacoby and

Ochs (1995:171) emphasise is that the co-construction does not automatically imply “affiliative or supportive interactions”.

The second notion of interactional competence theory is that competence is local to specific instances of interaction, which are termed by Hall (1993:145, 1995:207) interactive practices as “talk is comprised of interactive practices, structured moments of face-to-face interaction – differently enacted and differently valued – whereby individuals come together to create, articulate, and manage their collective histories via the use of sociohistorically defined and valued resources” (Hall, 1995: 207-208). According to Hall (1995:218), “our becoming participants involves three processes: the discovery (other- and self-guided) of interactive patterns in the practices in which we engage with others; observation and reflection on others’ participatory moves and responses to these moves; and our own active construction of responses to these patterns”. Thus, we can compare it to the assessment component of strategic competence which is referred to by Bachman (1998:5) as taking stock of what is needed, what one has to work with, and how well one has done. It provides a means by which the individual relates their topical knowledge and language knowledge to the language use setting and tasks or to the testing situation and tasks as well as taking into consideration the individual's affective responses. Burling (2005) refers to the above phenomena in a following way:

Participants in a conversation know that they will be judged by what they say. The speaker who is interesting to listen to, who develops ideas clearly and logically, and who can say them in a clever ways is always admired, but there are as many ways to lose in conversational competition as to win. Speak too much and others will resent having their own turn cut short. Speak too little and you will be judged as dull. Talk on the wrong topic and you will irritate. Speak without sense and you will not be invited back next time.

Burling (2005:191)

The need for strategising appears in interaction even if the task as such does not require the interlocutor to cooperate. What is being said exerts influence on the interlocutors’ reactions the assessment of the context of communication will be elaborated on in Chapter IV. Taking into consideration the main tenets of the Interactional Competence Theory we could doubt the communicative value of modern trainings for



examiners who are supposed to keep straight face as they devoid communication of the context. Examinees might well be asked to talk to a brick wall with a camera installed in it.

### **1.5. Skehan's 'ability for use'.**

Skehan's (1998) concept of 'ability for use' resembles the specification of *ability for use* being a part of competence presented by Hymes (1972:227) and develops Oller's (1979) Unitary Competence Hypothesis. Skehan's (1998:167) primary claim is that we have to consider the way in which there is competition for internal processing resources as performance is complex and multidimensional. To interpret performance we make two assumptions:

- performance in the three areas entails competition for attentional resources, such that committing attention to one area seems to be at the expense of the others;
- learners seem predisposed to prioritize particular areas consistently.

Skehan (1998:167)

According to Skehan (1998:168) 'execution', i.e. actual performance, is far from a straightforward, 'better-or-worse' affair it reflects the priorities of the language learner/user faced with: limited attention, a developing interlanguage, and performance procedures.

Skehan (1998) claims that to an extent, these insights could be incorporated into conceptions of strategic competence, but taking this approach would be limiting and forcing an attention-handling model into categories whose relevance is not all that obvious. For that reason, Skehan (1998) proposes that dual-coding models of abilities to comprehend, attention-linked tensions between performance goals such as fluency, accuracy, and complexity. Skehan (1998) claims that an understanding of a redefined competence-performance relationship would be best handled within a construct of 'ability for use' which had already been applied by Hymes (1972).

'Ability for use' is referred to by Skehan (1998:56) as mediating between underlying competences and actual performance. The advantages of the construct are that it can incorporate insights from psycholinguistically motivated research and it also enables a dual-coding perspective to be addressed. According to Skehan (1998:58) second language performer rather than draw upon a generalized and stable underlying competence, adjusts to

performance conditions by trying to allocate attention in appropriate ways, which enables real-time communication to become more feasible and some degree of fluency can be achieved. This dual-coding perspective consists of:

- *syntactic mode*, which is applied when communicative pressure is not so heavy, when precision is important, or when task demands emphasize form, a syntactic mode assumes greater importance.

- *lexical mode*, which is applied more when pressure is greater and/or when effective communication is paramount. In this way, the learner, essentially through a processing competence, is able to handle the fluctuating communicative demands which operate, drawing on parallel coding systems which are available, and whose coexistence enables such flexibility to be used.

Skehan's (1998) analysis suggests that different approaches to modelling performance are required. They would provide scope for such processing competence as 'ability for use'.

The dual-coding perspective provided by Skehan (1998) seems to be in contradiction to his primary claim that performance is complex and multidimensional. The lexical mode is very similar to Cummin's (1979, 1984) basic interpersonal skills which are manifestation of language proficiency in everyday communicative contexts and syntactic mode is comparable to cognitive/academic language proficiency understood as the manipulation of language in decontextualised academic situations.

What is more, Skehan (1998) does not elaborate on the factor on the basis of which the communicative pressure is determined by the language user. The factor which might perform this function would have to be of affective nature but Skehan (1998:1) in his cognitive approach to language learning in the attempt to unify issues on second language learning within a cognitive perspective considers affective influences as separate area of studies.

## **1.6. Practical Oral Language Ability model.**

Developing the main tenets of interactional competence theory, Johnson (2001) proposes her Practical Oral Language Ability. Johnson (2001: 182) is one of the first

researchers (together with MacNamara 1997: 454, 455) to acknowledge Vygotsky's (1978) sociocultural theory.

Practical Oral Language Ability (Johnson, 2001) is based on the following principles of Vygotsky's (1978) sociocultural theory.

The first principle assumes that there is no universal competence, rather local competences acquired through social interaction in a variety of sociocultural and institutional settings and human higher mental functions develop as a result of an individual exposure to them (Vygotsky, 1978: 82).

The second one characterizes an individual by two levels of cognitive development: actual and potential, which is referred to as zone of proximal development (ZPD) defined by Vygotsky (1978:86) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers".

Johnson (2001:195) draws on theoretical and practical implications of Vygotsky's sociocultural theory for second language speaking by advocating the developments of models pertaining to local and sociocultural language instead of theoretical models of general language ability. Johnson (2001:196) claims that models pertaining to local and sociocultural language should "focus more on the learner's potential level than on his/her actual level of language ability" and points out that interaction should be regarded as a social, and not a cognitive, phenomenon (2001:196-197).

Johnson's (2001) claim that interaction is social and not cognitive phenomenon does find evidence in neurocognitive theories. The link which connects the two phenomena is affect (which we will refer to in Chapter IV) which is inseparably connected with the assessment of the communicative situation and available resources.

## **2. Criticism of language proficiency models.**

All of the above presented models have received criticism. With regard to the four constituents of communicative competence proposed in Hymes' (1972) model, Widdowson

(2001:13) stressed that he did not indicate what their relationship was. Taylor (1998:269) pointed that Hymes (1972) did not expand Chomsky's (1965) original concept of competence but only changed it in a subtle way to which we cannot agree as we presume Hymes' (1972) *ability for use* to be a landmark in the attempts to define language proficiency as it is fiendishly difficult to indicate the relationships between the particular components of communicative competence due to parallel data processing (involving both cortical and subcortical regions of the brain).

In Vollmer and Sang's (1983:31) view "the Unitary Competence Hypothesis has perhaps never been explained well enough in theoretical terms" and they observe that "the evidence on which the UCH was based was not as clear-cut or as strong as was suggested". Bachman (1990:673) emphasized that "the unitary trait has been replaced, through both empirical research and theorizing by the view that language proficiency is multicomponential, consisting of a number of specific abilities as well as a general ability or set of general strategies or procedures".

Cummins' (1979, 1984) framework was criticized for the use of terms "basic interpersonal communicative skills" and "cognitive/academic language proficiency" and the acronyms BICS and CALP. For Spolsky (1984:81), these terms are highly value-loaded and too vague. The fact that Cummins' (1984) framework was devoid of sociocultural and sociolinguistic factors brought on him very much criticism from his opponents (Canale 1984; Troike, 1984).

McNamara (1996:459) recognizes problems with Interactional Competence Theory (Hall 1993, 1995; He and Young 1998; Young 1999) and adopting a social perspective on the nature of interaction and sees the need for more research on interlocutor characteristics and behaviour. The aim of such research would be "to make us fully aware of the nature and significance of assessment as a social act" (McNamara, 1996: 460) and we will refer to assessment in our research from the point of view of speakers' cognitive and affective processes.

Skehan's (1998) 'ability for use' lacks the reference to the affective factors underlying communication and in our opinion the *lexical* and *syntactic mode* resemble too much BICS and CALP (Cummins, 1979, 1984) respectively.

Johnson's (2001) Practical Oral Language Ability marked a change in the perception of language ability and make researchers reconsider a paradigm of what second language ability is, although it does not include affective factors which are taken into consideration in Bachman (1990) and Bachman and Palmer's (1996) models of communicative language ability which constitute theoretical base of our dissertation.

We agree with most critical comments presented above, however, we would like to emphasise that we appreciate the efforts made to define such dynamic concept as communication. The very criticisms allows for further attempts in defining and analysing the phenomenon of communication.

### **3. Models of language proficiency recognising the importance of strategic competence.**

Canale and Swain's framework (1983) as well as Duquettes' (1998) model of communicative competence recognise strategic competence as an important component of communicative competence although they neither assign it a central role nor differentiate between its components. Canale and Swain's (1983) framework constitutes valuable contribution to language teaching theory as it "dominated the field for a decade" (McNamara, 1996:61). McNamara (1996) finds the framework valuable due to the introduction of new sub-components within communicative competence. Canale and Swain (1980: 31-35) introduced into teaching many applications of their theoretical framework in communicative approach such as syllabus design, teaching methodology, teacher training and the development of materials. The framework also served as the basis for Bachman (1990) in the development of Communicative Language Ability model.

Duquette et al (1988) defined the notion of strategic competence, basing on the premise that there is not single, precise model of communicative competence and they suggested their own interpretation of the concept of communicative competence dividing it into five microcompetences.

### **3.1. Compensatory nature of strategic competence.**

Canale and Swain (1980) were the first to differentiate the components of communicative competence into grammar, discourse, sociolinguistic and strategic ones in their seminal paper entitled “Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing”.

Canale and Swain (1980:29) define grammatical competence as consisting of knowledge of vocabulary, morphological rules, syntactic rules, word and sentence-level semantics, and phonology.

Sociolinguistic competence is defined by Canale and Swain (1980:30) as the mastery of sociocultural rules of use and rules of discourse, which emphasize the appropriateness (of meaning and form) of producing and understanding utterances in different sociocultural contexts. Rules of discourse are described in terms of cohesion (grammatical links) and coherence (appropriate combinations of communicative functions).

In their framework, Canale and Swain (1980) use the term communicative competence in a completely different way from Hymes (1972), and limit it only to language knowledge (McNamara, 1996:61). Contrary to Hymes (1972), Canale and Swain (1980:7) consider ability for use a part of communicative performance since it includes “factors such as volition, motivation, and pathology (organic or functional) that may influence the range of choices of action one has in a given domain” Later Canale (1983:5) distinguished between performance, which he called actual communication, and the knowledge and skills underlying it.

Canale and Swain (1980: 35) restrict strategic competence to operation on non-erroneous structures to compensate and improvise in case of a communication breakdown referred to as to a sort of *proceduralised resourcefulness* (Skehan, 1998:158) restricting its operation to compensation and improvisation.

Canale and Swain (1980) are the first to include strategic competence as a separate component in their framework of communicative competence. They describe strategic competence as providing compensatory function when the linguistic competence of the language users is inadequate:

Strategic competence...will be made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

Canale and Swain (1980:30)

In 1983 Canale developed the framework by differentiating between sociolinguistic competence and discourse competence. The researcher defines discourse competence as “mastery of how to combine grammatical forms and meanings to achieve a unified and spoken and written text in different genres. Unity of text is achieved through cohesion in form and coherence in meaning (Canale, 1983a:9).

Canale (1983) has extended this definition of strategic competence to include both the compensatory characteristic of communication strategies and the enhancement characteristic of production strategies:

Strategic competence: mastery of verbal and nonverbal strategies both  
(a) to compensate for breakdowns in communication due to insufficient competence or to performance limitation and  
(b) to enhance rhetorical effect of utterances.

Canale (1983:339)

The function of strategic competence, which is indicated by Canale and Swain (1980) is of facilitative nature, yet they neither define or describe the mechanisms according to which strategic competence operates.

The above model has been criticised for not having accounted for the interactions between the components (Shohamy, 1988:167) and their division (Widdowson, 2001:14). Canale himself (1984a:112) recognizes the problems:

Although this theoretical framework is based on a broad range of research and does not serve to identify the general content and boundaries of communicative competence, it is inadequate in important ways. For example, there is little evidence for its correctness; it is not known whether certain of its components are more or less crucial than other at various stages of first and second language acquisition; and little substance can be said of the manner in which these components interact at different stages of language acquisition

Canale (1984a:112).

The extension of the first theoretical model of strategic competence with its enhancing rhetorical effect characteristic of communication strategies marks a significant

change in the perception of the concept. Strategising here is associated with conscious attempt made to exert impact on the interlocutor. The problem with Canale and Swain (1980) understanding of the concept is that they did not research the extent to which these attempts are conscious ones or fully automatised and applied unconsciously.

For us the differentiation of strategic competence from grammar, discourse, sociolinguistic competences is Canale and Swain's (1980) cutting edge advancement. They were first to grasp the gradability of competence and dynamic nature of strategic competence by means of focalising communication strategies which are the observable outcome of determining, or not, the goal of communication, assessment and planning. We will elaborate on the above mentioned in Chapter III.

The drawback of Canal's (1983) model is that it is limited to the application of communication strategies (which we consider to be the execution component in our study) without taking into consideration other components like goal setting, assessing and planning.

### **3.2. Duquette's definition of strategic competence.**

Duquette et al (1988) in their attempt to define the notion of strategic competence, based on the premise that there is not single, precise model of communicative competence and they suggested their own interpretation of the concept of communicative competence. They (1988: 86) divide communicative competence into five microcompetences.

The first microcompetence is in Duquette et al's view (1988:90) linguistic competence which is described as an ability of interpreting and applying language codes (phonetic, phonological, morphological, syntactic and semantic).

The second microcompetence is sociolinguistic competence which is an ability of interpreting and applying language rules in different situations of communication. It includes rules of cohesiveness (realised by grammar) and coherence (realised by functions of communication).

The third microcompetence is sociocultural competence which is described as a general knowledge of history of culture of a given language and social issues within those frames.



The next one is referential competence referred to by Duquette et al (1988: 90) as a general knowledge of the phenomenon to which language perception refers to and the relationships between them and the individual experience of the language user.

Duquette et al (1988:90) define strategic competence as the ability to apply communication strategies to keep the communication channel open and to maintain the interaction between the interlocutors and to run the conversation in accordance with the intentions of the speaker.

Duquette et al's (1988) definition of strategic competence is the first one in which the intention of the speaker is mentioned which assumes setting communicative goal which is elaborated on in Bachman (1990) and Bachman and Palmer's (1996) models of Communicative Language Ability. In that view Duquette et al (1988) do not limit strategic competence to proceduralised resourcefulness but assume that the speaker modifies what they say according to what they intend to say. The concept of strategic competence defined by Duquette et al (1988) acknowledges functioning of the value assessment which is performed automatically in the limbic structures of the brain, which we will elaborate on in Chapter IV.

#### **4. Criticism of language proficiency models recognizing strategic competence.**

Both models presented were criticized for not having accounted for the interactions between the components of communicative competence (Shohamy, 1988:167) and their division (Widdowson, 2001:14). The model presented by Canale (1983) reduces strategic competence to verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication and Duquette et al (1988) model to the application of communication strategies to keep the channel open. It is the model which assumes goal setting of the speaker as it emphasises the intention of the speaker.

Skehan (2000:166) further says that Canale and Swain (1980) restrict operation of strategic competence to compensation and improvisation, as a sort of proceduralised resourcefulness, and Bachman (1990:56) considers such operations as simply special cases when difficulties are encountered.

Neither of the models attempted to determine what the components of the strategic competence were or what the decisive factors regulating the application of communication strategies were.

Canale and Swain (1980) and Duquette et al (1988) work allowed for setting communication strategies in the frames of the competence notion and assigning them certain degree of importance in the quest for language proficiency. Their work set the direction in further attempts of building up a model of communicative competence so as to improve the way the proficiency of advanced language users/learners is determined. The two models of strategic competence presented by Canale and Swain (1980) and Duquette et al (1988) exerted enormous influence on the model which we assume to be the working one in our study, namely: componential model of strategic competence (Bachman, 1990).

### **Recapitulation**

After having compared the above presented models of language proficiency we traced a number of elements similar to Bachman and Palmer's Communicative Language Ability (1996).

Hymes' (1972:227) argument that "a child acquires competence as to when to speak, when not" and Bachman and Palmer's (1996) formulation that goal setting involves the language user in identifying and selecting one or more tasks he or she might attempt to complete, and deciding whether or not to attempt to complete the task(s) are similar in the respect of their pragmatic approach to communication. The affect which filters the strategic behaviour in Bachman and Palmer's (1996) model of communicative language ability has a lot in common with "capacities in interaction such as courage, gameness, gallantry, composure, presence of mind, dignity, stage confidence..." reported by Hymes (1972:283).

Although Unitary Competence Hypothesis refers mostly to grammar we can trace resembling features of one of the components of strategic competence, namely: planning to which Oller (1979) refers to as to prediction understood as global planning and then strategising within separate phrases which is associated in our study on components of strategic competence with the execution component realised by communication strategies.

Cummins' (1983) framework is one of the first ones which refer to the extent to which the meaning is supported by contextual and interpersonal cues (such as gestures, facial expressions and intonation pattern present in face-to-face interaction) and which constitute in our study part of the execution component as they will constitute paralinguistic strategies.

The next framework which acknowledges the importance of interpersonal cues is Hall's (1995:218) Interactional Theory which assumes that "our becoming participants involves three processes: the discovery (other- and self-guided) of interactive patterns in the practices in which we engage with others; observation and reflection on others' participatory moves and responses to these moves; and our own active construction of responses to these patterns".

Skehan (1998) does not elaborate on the factor on the basis of which the communicative pressure is determined by the language user. The factor which might perform this function would have to be of affective nature but Skehan (1998:1) in his cognitive approach to language learning in the attempt to unify issues on second language learning within a cognitive perspective considers affective influences as separate area of studies.

It is also Johnson's (2000) claim that interaction is social and not cognitive phenomenon. The link which connects the two phenomena is affect which is inseparably connected with the assessment of the communicative situation and available resources.

Canale and Swain (1980:30) were the first ones to recognise strategic competence in their theoretical framework of communicative competence as an important factor. Nevertheless, Canale (1983:339) reduces it to the mastery of verbal and nonverbal strategies both to compensate for breakdowns in communication and to enhance rhetorical effect.

The important advancement of Duquette et al's (1988) definition of strategic competence is the fact that it is the first one in which the intention of the speaker is mentioned which assumes setting communicative goal which is elaborated on in Bachman (1990) and Bachman and Palmer's (1996) models of communicative language ability. In that view Duquette (1988) does not limit strategic competence to proceduralised

resourcefulness but assumes that the speaker modifies what they say according to what they intend to say.

In the next chapter we will carefully view the development of Bachman and Palmer's (1996) model of Communicative Language Ability and strategic competence.

## **Chapter II**

### **Bachman and Palmer's model of strategic competence**

#### **Introduction**

This chapter will be devoted to the model of strategic competence which we decided to investigate in our study on components of strategic competence. We have assumed it to be the working model to our research as it is the only model which assigns strategic competence central role separating strategic competence from language competence, which was emphasised by North (2000:64).

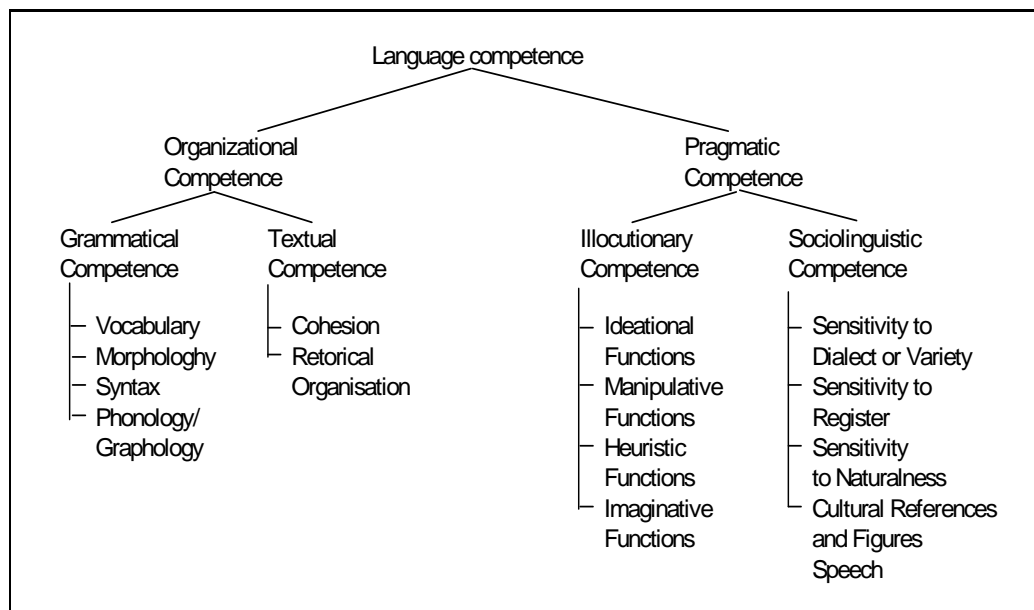
The amended Bachman and Palmer's (1996) model which involved affective factors has been described by McNamara (1996: 74) in a following way, "For the first time, an attempt has been made to deal explicitly in a model of second language communicative ability with the aspect of ability for use which relates to affective or volitional factors". Bachman and Palmer's (1996) CLA model has been considered as "a potentially far-reaching development" (McNamara, 1996:74).

Chalhoub-Deville (1997:7) acknowledges that the Bachman and Palmer's (1996) model "provides an elaborate and comprehensive representation of language proficiency" and Skehan (1998:56) underscores the fact that the functioning of strategic competence in this linchpin role is a wide ranging, underlying, and dependable one.

In this chapter we will present how the amended model of Communicative Language Ability put forward by Bachman and Palmer (1996) evolved from the model presented by Bachman (1990) himself. We will focalise on the components of strategic competence differentiated by Bachman and Palmer (1996) as they will constitute the theoretical point of departure in our study on the components of strategic competence.

## 1. Componential model of strategic competence.

Bachman's (1990) Communicative Language Ability model is based on the theoretical frameworks of other researchers (Hymes, 1972; Canale and Swain, 1980) as well as Bachman and Palmer's empirical study (1982). In their multi-trait multi-method study Bachman and Palmer (1982:450) examined three distinct traits of communicative competence (linguistic competence, pragmatic competence and sociolinguistic competence) by means of four methods: oral interview, writing sample, multiple-choice test and self-rating. In the process of construction the CLA model, Bachman (1990:87) used the components for which he found empirical support in his study and divided competence into organizational and pragmatic competences, which are subdivided into further elements. (Fig.2.)



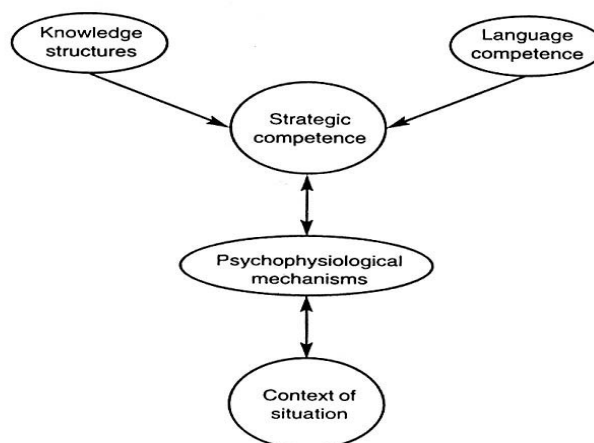
**Fig. 2:** *Components of language competence (Bachman 1990:87)*

Organizational competence consists of “abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their prepositional content, and ordering them to form texts” (Bachman,

1990:87). It further includes grammatical competence (knowledge of vocabulary, morphology, syntax and phonology/graphology) and textual competence (knowledge of rules of cohesion and rhetorical organization).

Bachman defines (1990: 89-90) pragmatic competence as “the relationships between utterances and the acts of functions that speakers (or writers) intend to perform through these utterances, which can be called the illocutionary force of utterances, and the characteristics of the context of language use that determine the appropriateness of utterances” and it further comprises illocutionary (“knowledge of the pragmatic conventions for performing acceptable language functions” [1990:90] comprises ideational, manipulative, heuristic, and imaginative functions) and sociolinguistic competence (“the knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context [1990:90] it is sensitivity to differences in dialect or variety, sensitivity to differences in register, sensitivity to naturalness, and the ability to interpret cultural references and figures of speech).

Bachman (1990:84) describes Communicative Language Ability as “consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use.” It consists of three components: language competence (**Fig.3**), strategic competence and psychophysiological mechanisms.



**Fig. 3:** *Components of communicative language ability in communicative language use (Bachman 1990:85)*

The psychophysiological mechanism Bachman (1990:107) describes as the auditory/visual channels and the receptive/productive mode, which are employed in language use, also forecast his interest in affect. Affect will be assigned a central role in Bachman and Palmer's (1996) amended model of Communicative Language Ability. The mechanism underlying affect will be referred in detail in Chapter V.

On defining strategic competence Bachman (1990:55) embarks with redefining the relationship between competence and performance, claiming that it has dynamic qualities. This dynamic quality is shown in **Fig.3**, where strategic competence plays the central mediating role between knowledge structures, language competence, and context of situation.

Bachman's (1990) model of strategic competence encompasses both psycholinguistic and neurolinguistic areas. The important point that Bachman (1990) makes is that strategic competence is central to all communication. It achieves its orchestrating role by carrying out a mediation role between meaning intentions (the message which is to be conveyed), and underlying competences (**Fig.2**), background knowledge and context of situation.

In CLA framework (1990) strategic competence is to relate language competence to the language user's knowledge of the world and to the features of the situation in which language use takes place and it is defined as consisting of three components:

- assessment,
- planning and
- execution (Bachman, 1990:100)

Bachman (1990:100-101) describes the assessment component as the one which is concerned with the information relevant to achieving a communicative goal in a given context, determining what language competencies are available for use in achieving this goal, and further evaluating whether it has been achieved.

The planning component according to Bachman (1990: 101) "retrieves relevant items from language competence and formulates a plan whose realization is expected to achieve the communicative goal.



Execution component “draws on the relevant psychophysiological mechanisms to implement the in the modality and channel appropriate to the communicative goal and the context” (Bachman, 1990:103). The last component of CLA comprises psychophysiological mechanisms, which include the auditory/visual channel and the receptive/productive mode which are employed in language use (Bachman 1990:107). Bachman’s (1990) limits the psychophysiological mechanism to auditory/visual channels which is contradictory to the first components he (1990) enumerates, namely: assessment. The inconsistency will be amended in the model Bachman presents with Palmer (1996).

### **1.1. Criticism of Bachman’s model.**

McNamara (1996:71) stresses its limitation to general cognitive factors and is also critical about some inconsistencies in Bachman’s (1990) framework. According to McNamara (1996) illocutionary competence is not only a form of knowledge, and there is a “clear overlap” between illocutionary competence and strategic competence and we would rather claim that there is an “overlap” between Bachman’s (1990) perception of pragmatic and illocutionary competence as pragmatic competence in Bachman’s (1990: 90) view focuses on the relationship between what one says and their communicative acts and what functions they intend to perform through their utterances and this concerns illocutionary force of an utterance, or “the knowledge of pragmatic conventions for performing acceptable language function”.

According to McNamara (1996:69), Bachman’s strategic competence represents aspects of the area Hymes (1972) referred to as ability for use. Nevertheless, Bachman’s (1990) approach to underlying capacities of performance is limited mainly to cognitive aspects of ability for use. His (1990) model does not account for the extent to which strategic competence includes affective factors, he only indicates that volitional factors take place in the framework as language users “differ in their willingness to exploit what they [know] and their flexibility in doing so” (Bachman 1990:105).

We presume that to certain extent Bachman’s (1990) textual competence can be partially compared to Canale and Swain’s (1980) discourse competence and part of their

perception of strategic competence as it involves conventions of language use in conversation (starting, maintaining and closing it).

Skehan (1998:171) claims that, despite the advance Bachman's (1990) model represents, particularly in the role that strategic competence has in orchestrating the contributions of other underlying competences during performance, there is the difficulty that the advantages are more programmatic than rooted in actual processing. Stages like assessment, goal setting, planning, and execution are important conceptually, but what is vital is to relate them to researched processing constructs and this is accounted for in the amended model of CLA provided by Bachman and Palmer (1996). What is more stages to which Skehan (1998) refers to as programmatic are, in fact, revealing the real nature of communication which needs to take into consideration parallel processing of the data (i.e. by cortical and subcortical structures).

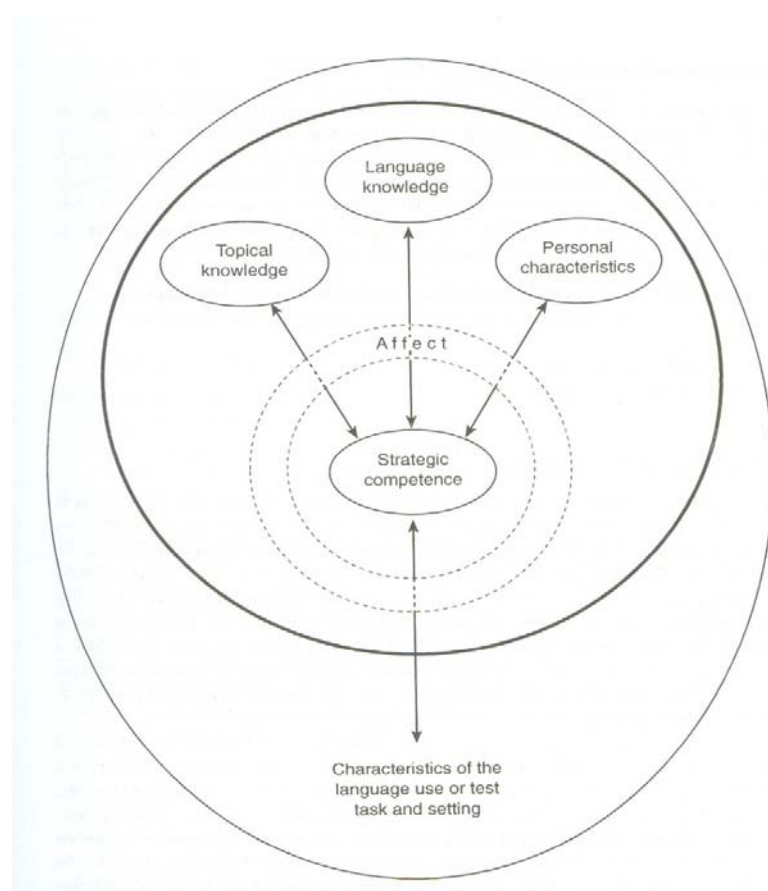
## **2. An amended model of Communicative Language Ability.**

Bachman's Model is further expanded by Bachman and Palmer's (1996:6) framework of CLA, which elaborates on the role of strategic competence as consisting of metacognitive strategies (goal setting, assessment, and planning) and their interaction with topical knowledge (formerly knowledge of structures/ real-world knowledge) and affective schemata in language use. In their amended model, Bachman and Palmer (1996) also explicitly discuss the role of other factors underlying performance by elaborating on the affective factor.

As far as topical knowledge (referred to as knowledge schemata or real-world knowledge) is concerned, Bachman and Palmer (1996:65) associate it with knowledge structures in long-term memory. Individuals' topical knowledge needs to be considered in a description of language use because this provides the information base that enables them to use language with reference to the world in which they live, and hence is involved in all language use.

Affective language schemata is defined by Bachman and Palmer (1996:70) as the affective or emotional correlates of topical knowledge. It provides the basis on which

language users assess, consciously or unconsciously, the characteristics of the language use task and its setting in terms of past emotional experiences in similar contexts. The affective schemata, in combination with the characteristics of the particular task, determine, to a large extent, the language user's affective response to the task, and can either facilitate or limit the flexibility with which they respond in a given context. The affective responses of language users may thus not only influence whether they even attempt to use language in a given situation, but also how flexible they are in adapting their language use to variations in the setting. **Figure 4** depicts the phenomenon.



**Fig . 4:** *Components of language use (Bachman, Palmer, 1996: 63)*

The above presented figure (**Fig . 4**) illustrates how performance can be facilitated or inhibited by positive or negative affective responses, both to the topical content of test tasks and to a particular type of test task, later was researched by Young (1999:118) who in Interactional Competence Theory considered second language knowledge to exist not

within the mind-brain of a single participant; but jointly constructed in interaction. The important fact Jacoby and Ochs (1995:171) emphasise is that the co-construction does not automatically imply “affiliative or supportive interactions”.

It is further proved by Schumann (1997:7) who writes that previous experiences with noxious or pleasant stimuli are recorded in the schemata, and then act as a filter allowing the organism to focus attention and generate automatic and nonconscious affective attributions about environmental events, agents and objects. Emotional schemata foster the development of positive and negative attitudes and attachments and aversions which, when imbued with substantial emotional involvement, can be very difficult to alter.

### **3. Strategic competence viewed as a set of metacognitive strategies.**

Strategic competence is described by Bachman and Palmer (1996) as a set of metacognitive strategies. This set is the combination of language knowledge and metacognitive strategies which provide language users with the ability, or capacity, to create and interpret discourse, either in responding to tasks on language tests or in non-test language use.

Bachman and Palmer conceive of strategic competence:

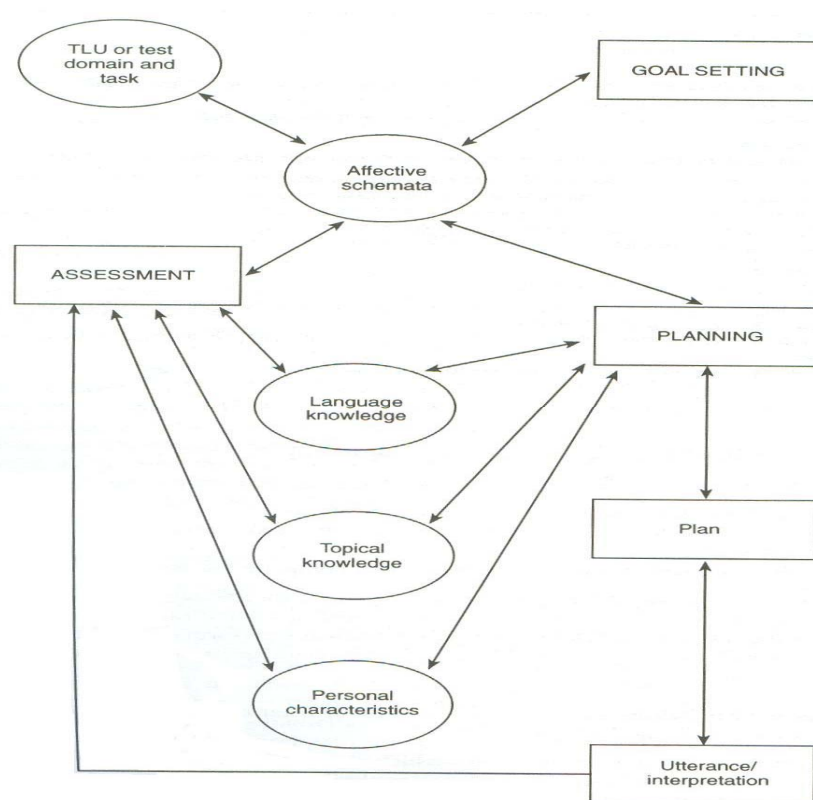
as a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities. Using language involves the language user's topical knowledge and affective schemata [...]. What makes language use possible is the integration of all of these components as language users create and interpret discourse in situationally appropriate ways.

(Bachman & Palmer, 1996:70)

They identify three general areas in which metacognitive components operate: goal-setting, assessment, and planning. Bachman and Palmer (1996:76) characterise these capacities as metacognitive skills. They are cognitive because of the nature of the operations that they involve, and ‘meta’ since there can be self-awareness built into their operation. This analysis goes a long way to justifying the status of competence for these abilities. It implies that they are, indeed underlying and generalized. They will have an

impact upon all communication, simply operating in different ways as is appropriate on different occasions (Skehan, 2000:161).

The radiant interaction of metacognitive strategies in language use is shown in **Figure 5**. Bachman and Palmer (1996) once again emphasise the central role of affective schemata which is omitted by Skehan (1998) in his cognitive approach to language learning. Skehan (ibid: 1) attempting to unify issues on second language learning within a cognitive perspective considers affective influences as separate area of studies.



**Fig. 5:** *Metacognitive strategies in language use and language test performance (Bachman, Palmer; 1996: 72)*

The important issue is that the above presented metacognitive components of strategic competence (**Fig. 5**) are recursive, which means that they may be applied in different orders and this is one of the few models which involves parallel data processing. Goal setting involves cortical structures and assessment subcortical structures.

A model of language production quite similar to Anderson's (1985) has been proposed by Clark and Clark (1977) and applied to second language production by Littlewood (1979) and Ellis (1986). This is also a three-stage model, which consists of:

- planning,
- articulating the language components to the plan, and
- the physical production of the utterance.

The first two stages are recursive, as the individual moves back and forth between planning what to say and articulating how to say it. The planning stage consists of establishing a goal for communication and developing plans at the discourse, sentence, and constituent levels. We will further discuss metacognitive strategies in Chapter III.

### **3.1. Goal setting component.**

According to Bachman and Palmer's (1996:71) formulation, goal setting involves the language user in identifying and selecting one or more tasks he or she might attempt to complete, and deciding whether or not to attempt to complete the task(s). They enumerate the following areas of goal setting (deciding what one is going to do), which involve:

- identifying the language use task or test tasks,
- choosing, where given a choice, one or more tasks from a set of possible, tasks (sometimes by default, if only one task is understandable), and
- deciding whether or not to attempt to complete the task(s) selected.

As was mentioned in the introduction Bachman's theoretical approach to strategic competence can be compared to Frontinus' (84) stratagems which he describes in the chapter entitled *On determining the character of the war*.

### **3.2. Assessment component.**

The assessment component of strategic competence is referred to by Bachman (1998:5) as taking stock of what is needed, what one has to work with, and how well one has done. It provides a means by which the individual relates their topical knowledge and

language knowledge to the language use setting and tasks or to the testing situation and tasks. Assessment also takes into consideration the individual's affective responses in the application of assessment. Assessment component enables language users to:

- identify the information – including the language variety, or dialect – that is needed for realizing a particular communicative goal in a given context;
- determine what language competences (native language, second or foreign language) are at our disposal for most effectively bringing that information to bear in achieving the communicative goal;
- ascertain the abilities and knowledge that are shared by our interlocutor;
- following the communication attempt, evaluate the extent to which the communicative goal has been achieved.

Bachman, (1998:6) claims that the assessment component operates in three ways. The first of them is referred to as *assessment of the characteristics of the language use or test task*, which identifies the characteristics of the language use task or test task, in order to determine:

- the desirability and feasibility of successfully completing the task and,
- what elements of topical knowledge and language knowledge this is likely to require.

The next one is *assessment of the individual's own topical and language knowledge*, which involves determining the extent to which relevant topical knowledge and areas of language knowledge are available, and if available, which of them might be utilized for successfully completing the task. This aspect of assessment also considers the individual's available affective schemata for coping with the demands of the task.

The final one is referred to as *assessment of the correctness or appropriateness of the response to the test task*, and involves evaluating the individual's response to the task with respect to the perceived criteria for correctness or appropriateness. The relevant criteria pertain to the grammatical, textual, functional, and sociolinguistic characteristics of the response, as well as its topical content. In the event the response appears to be incorrect or inappropriate. This aspect of assessment enables the individual to diagnose the possible causes of the problem, which might lead to the change of the communicative goal, the plan

for implementing that goal, or both, depending on the situation. Affective schemata are involved in determining the extent to which failure was due to inadequate effort, to the difficulty of the task, or to random sources of interference, which in reference to Frontius' *Strategemata* (84) bring associations connected with chapter *How to conceal the absence of the things we lack, or to supply substitutes for them*.

### 3.3. Planning component

Bachman and Palmer (1996:101) describe the planning component as retrieving relevant items (grammatical, textual, illocutionary, sociolinguistic) from language competence and formulating a plan whose realisation is expected to achieve the communicative goal (**Fig. 6**).

In case of a monolingual speech context, relevant items will be drawn from the native language (L1) competence, while in a bilingual, second, or foreign language use context, the items may be retrieved from the native language, from the language user's interlanguage rule system (L1), or from the second or foreign language (L2).

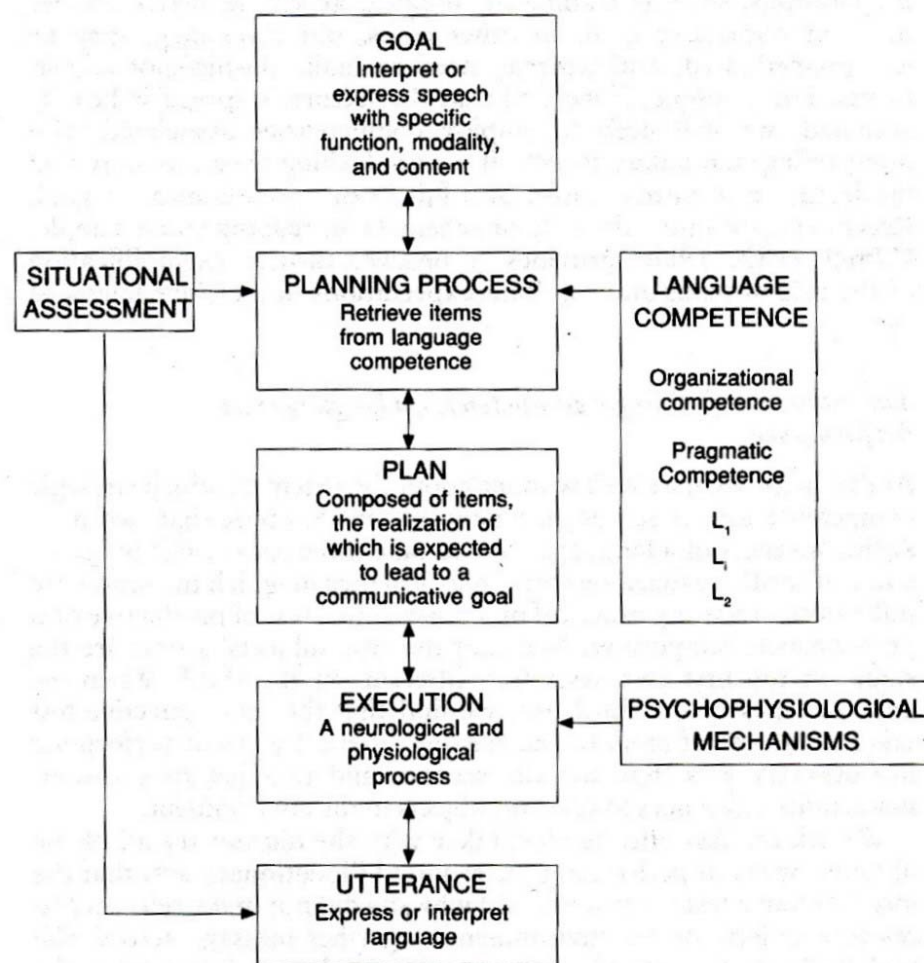
Planning involves deciding how to utilize language knowledge, topical knowledge, and affective schemata to complete the test task successfully. Assuming that the assessment strategies have determined which of these components are available for use, planning (deciding how to use what one has) involves three aspects:

- the retrieval of the relevant items from linguistic and topical knowledge,(for example, concepts, words, structures, functions) that will be used in a plan,
- formulation of one or more plans for responding to the task, and
- the selection of one plan for initial implementation in a response

(Bachman & Palmer 1996:71-73)

Formulating a plan may involve an internal prioritization among the various elements that have been selected, as well as the consideration of how these can be most effectively combined to form a response. The plan thus specifies how the various elements will be combined and ordered when realized as a response. The product of the planning strategy, then, is a plan whose realization is a response to the task.





**Fig. 6:** *The model of language use (Bachman, 1990: 103)*

The planning component brings the association to stratagems suggested by Frontinus (84) in chapter *On escaping from difficult situations* (*cf* Introduction). Planning is a key metacognitive strategy for second language acquisition, involved in directing the course of reception and production. According to Anderson (1983:85), it is a procedure for conflict resolution among competing action statements that applies to the conditional (IF) clause in the production system. Planning may be influenced by goals or by input features that seem most useful for performing a task/expressing an idea. The significance of goals is suggested in the distinction between top-down processing, which capitalizes on known

information, and bottom-up processing, which starts with features of the input. Learners are often viewed as top-down processors who successively refine higher-level goals into achievable actions. Anderson (1983) suggests that individuals may also plan opportunistically and alternate between top-down and bottom-up processing, depending on the task demands.

### **3.4. Execution component**

According to Bachman (1990:103) execution component draws on the relevant psychophysiological mechanisms to implement the plan in the modality and channel appropriate to the communicative goal and the context. We will elaborate on the above mentioned psychophysiological mechanisms in Chapter IV. The interactions among the components of strategic competence, language competencies, and the language use context are illustrated in **Fig. 3**, which represents an extension of Faerch and Kasper's (1983:25) model of speech production. Apart from psychophysiological mechanism we can also trace certain elements of stratagems from the chapter *On distracting the attention of the enemy* by Frontius (84).

The Faerch and Kasper's (1983) model of speech production is relevant in discussion on strategic competence as in this model the language user has to assess the situational conditions and this will help them to decide upon what goals can be achieved in a particular situation, upon the most appropriate plan and communication strategies.

Clark and Clark (1977:224) stated that the division between planning and execution is not a clear one because at any moment speakers are usually doing a little of both so it is impossible to say where planning leaves off and execution begins. Faerch and Kasper's (1983) model identifies two phases: a planning phase and an execution phase.

According to Faerch and Kasper (1983:25) the planning phase is the learner's preparation for communication and results in formulation of a plan to achieve communicative goal. In this phase language user "selects rules and items which he considers most appropriate for establishing a plan, the execution of which will lead to verbal behaviour which is expressed to satisfy the original goal". The execution phase refers to the actual communication and the result is the execution of the plan, i.e.

observable speech. This phase is controlled by the plan and consists of less observable neurological and physiological processes resulting in the articulation of speech organs, miming and gestures.

In our study on components of strategic competence we extended Bachman and Palmer's (1996) perception of the execution component with the application of communication strategies.

#### **4. Process oriented qualities of strategic competence.**

In Bachman's view (1990:102) description of the assessment and planning components in communicative language use presented in previous points is similar to Johnson's characterization of the processes involved in communication:

*There are at least three processes which [a listener] must undertake if he is to fulfil his role as interactant. Firstly, he must 'scan' [the speaker's] utterance to extract... its pragmatic information... [which is] that part of the total information conveyed which contributes to the information required by the speaker. It is, in short, information which the listener wants to receive... [The listener] approaches the task of listening comprehension prepared according to the speaker's aim, and this is the second process which [the listener must] undertake... [The listener] compares, mismatch and then – as a third process – formulates his next utterance.*

*(Johnson 1982:149)*

For the purpose of our research we could exchange a listener with a speaker here, and a speaker with a text. The characteristics of communicative language use listed above by Johnson are these that are associated by Bachman (1990) with strategic competence. Communication involves a dynamic interchange between context and discourse, so that communicative language use is not characterized simply by the production or interpretation of texts, but by the relationship between a text and the context in which it occurs.

It is the function of strategic competence to match the new information to be processed with relevant information that is available (including presuppositional and real world knowledge) and map this onto the maximally efficient use of existing language abilities.

## 5. Bachman and Palmer's vs Canale and Swain's model of strategic competence.

Bachman (1990) developed Canale and Swain's (1980) concept of communicative competence further into *Communicative Language Ability* which extends earlier models in characterizing the process by which the various components interact with one another and with the context in which language use occurs. Here the equivalent of communicative competence is language competence, which is one of the components of Communicative Language Ability. (Fig.6)

Bachman (1990) defines language ability as involving two components: *language competence*, *language knowledge*, and *strategic competence*.

According to Bachman (1990) the notion of communicative competence, or communicative ability, has evolved in the following four ways in the past decade, taking into account:

1. Recognition of a much broader range of components.
2. Recognition that these components are not discrete, and that they interact with each other.
3. Consideration of how components of competence interact with other cognitive abilities and processes.
4. Recognition that language ability includes the capacity for interacting with the context.

(Bachman & Cohen, 1998:6)

Skehan (1998: 163) points out that there are significant differences between the Canale and Swain's (1980) framework and the Bachman (1990) model. First of all, the Bachman model is discussed as a tree structure of components, as shown in **Fig. 3**.

Significant changes here are:

- the more complex layering of language competence, with its own internal organization, contrasting organizational (code) and pragmatic (contextual) competences:
- the movement of textual competence (to the extent that this bears a close relationship to Canale and Swain's discourse competence) to become part of a structurally organized and somewhat autonomous knowledge base;

- a more complex account of pragmatic knowledge, embracing illocutionary competence and sociolinguistic competence, and broadly concerned with knowledge of how to use language appropriately and effectively in different contexts;
- the greater status of strategic competence, since it is given some sort of equality to language competence.

(Skehan, 1998: 159-161)

The comparison Skehan (1998) provides does not take into consideration the amended model of strategic competence provided by Bachman and Palmer (1996). The model constitutes the most salient change to the previous ones as it includes the affective factor which had not been mentioned before and which is also avoided by Skehan (1998) who in the preface to his book declares that he will focus only on the cognitive aspect of communication whilst according to neurolinguistic theories affect constitutes an indispensable element of the cognition.

## **6. Criticism of Bachman and Palmer's model.**

Skehan (1998:165) claims that Bachman and Palmer's (1996) model lacks a rationale grounded in psycholinguistic mechanisms and processes (and research findings) which makes it impossible for such a model to move beyond 'check list' status and make functional statements about the nature of performance and the way it is grounded in competence. The fact emphasised by Skehan (1998: 170) is that the processes governing communication will occur for most of the time without undue need for attention, only revealing themselves more obviously when communication problems are encountered. But they are pervasive and unavoidable. Even if what we do is formulating meanings for which we easily have the appropriate communicative resources, and then plan the details of what we want to say and execute them, we are still following the same basic set of processes.

The four mentioned components (determining communicative goals, assessing communicative resources, planning communication and executing communication) have been criticised by Skehan (1998) for being just a mere check list, not revealing what happens in our cognitive system in the brain.

Skehan (1998:171) claims that characterizing strategic competence by means of its components begs many questions. The most central is whether constructs such as assessment, goal setting, and so on are more than programmatic labels for stages which may have a more conceptual than psycholinguistic role in actual communication.

It is Skehan's (1998) criticism which immensely contributed to the onset of the idea of our research and the way we perceive strategic competence. After having conducted the research we will attempt to take a position on Skehan's (1998) criticism of the CLA model (Bachman and Palmer, 1996) and reformulate the componentially oriented definition of strategic competence which we assume to be a working one for the purpose of our study on its components.

### **Recapitulation.**

The most salient advance of the Bachman and Palmer's (1996) model of strategic competence is that it differentiated between its components and assigned the central role to affect.

Since we decided that Bachman and Palmer's (1996) model of strategic competence will constitute the theoretical framework of our research one of the major points we will investigate is Skehan's (1998) criticism of the model who claims that Bachman and Palmer's (1996) framework of strategic competence cannot move beyond 'check list' status. Indeed, Bachman and Palmer (1996) did not account for the way components of strategic competence interacted and what the role of communication strategies in their model was. That is why we would like to devote the next chapters to investigate the components of strategic competence differentiated by Bachman and Palmer (1996) as we are strongly convinced that they encompass the dynamic nature of communication.

The first two components we would like to present are: goal setting and planning presented from the point of view of cognitive and metacognitive strategies. The most salient component focalised by Bachman and Palmer (1996) is goal setting as once it is established the remaining components can be recursive.

## **Chapter III**

### **Cognitive and metacognitive aspects of strategic competence: goal setting and planning component.**

#### **Introduction**

The first two components differentiated by Bachman and Palmer (1996) we would like to elaborate on, are: goal setting and planning.

O'Malley and Chamot (1990: ix) emphasise the fact that language learning can be more effective should the role of deliberate learners behaviours be taken into consideration. Hence we would also like to set the concept of strategic competence in the theories of cognitive development. We would like to present a short review of theories of cognitive development and language production which correspond to Bachman and Palmer's (1996) perception of the goal setting and planning component in strategic competence. Although in this chapter we focus on the two above listed components we will also search for similarities with the remaining two components, namely: assessment and execution.

#### **1. Theories of cognitive development vs goal setting and planning components.**

The first theory which reflects Bachman and Palmer's (1996) decision to divide strategic competence into components is Sternberg's (1980) theory of cognitive development in which strategies function as consisting of three component-processes: metacognitive, performance and knowledge-acquisition. The metacognitive component is responsible for the strategic behaviour. It comprises six processes:

- decide what the problem is
- select lower-order components to effect solution
- select a strategy for combining lower-order components
- select organization of information upon which lower-order components and strategies can act
- decide on an appropriate rate for problem-solving, and
- monitor progress toward solution

(Sternberg, 1980: 145)

Strategy in Sternberg's (1980:130) terms is part of the executive function of problem-solving (approaching the task) and operates at the highest level for guiding the solution. Sternberg's (1980) theory is based on analytic processing of information and does not take into consideration affective processes underlying decision taking. However, the six processes Sternberg (1980) differentiates are also quite similar to the military oriented titles of Frontius' (84) *Strategemata* described in the introduction to our dissertation as well as to Bachman and Palmer's (1996) perception of strategic competence.

The second theory which addresses, in the model of strategy choice, the problem how a particular strategy is chosen rather than the description of how the processes work is Siegler and his colleagues' (Siegler and Shrager, 1984; Siegler, 1988a,b) model. Siegler and Shrager (1984:23) argue that strategy is a central issue in problem solving and the choice of strategy is responsive to both current state of knowledge and the type of problem being asked. They (1984:24) distinguish between solutions which are more or less strategic by introducing the distinction between retrieval strategies and back-up ones. Back-up strategy is defined by him 'as any strategy other than retrieval' which are more accurate and employed for harder problems while retrieval are fast to use and employed for easy problems. The model includes three stages which are constructed by Sielger and Shrager (1984) to be three sequential processes in solving the problem: retrieval, elaboration of the representation, and the use of back-up strategy. The development involves the shift from dependence on back-up strategies to greater applicability of retrieval strategies. In the strategies Siegler and Shrager (1984) describe we can spot resembling features to both assessment component (Bachman and Palmer, 1996) – elaboration on the representation as well as to communication strategy of compensation and compare it with back-up strategy.



The last theory of cognitive development which is salient in our study on the components of strategic competence is based on Brown et al.' research (1983:80) in which they assumed that there is qualitative difference between strategic and nonstrategic solutions to problems, and the strategic approaches, which can be identified and taught. However, in their research there is no precise criteria for precise determining what the strategic and nonstrategic behaviours are, they are only classified as being more or less strategic in reference to problem situations. In their research, Brown et al. (1983:78) studied behaviour of children at various ages when performing a number of tasks. They (1983:95) claim that it is the organization of strategies which give advantage to older and more proficient learners by arguing that 'it is the coherence, sturdiness, and resistance to counter suggestion that sets the older child apart from the very young learner'. Factors Brown et al. (1983: 150) identify as determining child's problem solving are:

- learning activities, including attention, rehearsal, elaboration;
- nature of the materials, including physical and psychological structure and conceptual difficulty;
- criterial tasks, such as recognition, recall, problem solving;
- characteristics of the learner, including skills, knowledge and attitudes

The strategic approaches to the listed above factors become automatised with the course of time. In our study on the components of strategic competence we decided to focalise on the advanced foreign language users of language as we wanted to investigate whether they, indeed, organise strategies in the way presented by Brown et al. (1983).

Skehan's (1998:170) claim concerning characterizing strategic competence by means of its components (goal setting, assessment, planning and execution) does not take into consideration the theories of cognitive development presented above. Quite contrary we claim that the components of strategic competence do not just have conceptual role in actual communication but they are deeply rooted in human assessment system, on which we will elaborate in Chapter IV.

## **2. Cognitive theories of language production vs goal setting and planning**

Anderson (1983:38) suggested that stages of language production can be recursive after the initial communication goal is established. That is, once a speaker has decided what to communicate, he or she may go back and forth between the processes of construction, transformation, and execution as the message is developed.

According to Hayes and Flower (1980:30) in construction stage the speaker selects communication goals and identifies appropriate meanings. An individual decides what to say. This decision is based on the goals the speaker has for language production. Once a person has decided on the goals to be served through language generation, the second step is to select the facts to be expressed. This entails a search through declarative knowledge and identification of information appropriate to the functional goal established. The third step in the construction stage is to decide how to structure the information selected. This is comparable to both Hymes' (1972:227) argument that "a child acquires competence as to when to speak, when not" and Bachman and Palmer's (1996:76) formulation that goal setting involves the language user in identifying and selecting one or more tasks he or she might attempt to complete, and deciding whether or not to attempt to complete the task(s) we can observe that they comply.

In transformation stage language rules are applied to transform intended meanings into the form of the message which again can be compared to the assessment component of strategic competence (Bachman and Palmer, 1996).

In execution stage the message is expressed in its audible or observable form. Anderson (1983:375) describes the features of the construction and transformation stages, which involve higher-level processes, but merely identifies the execution stage as involving "the mouth and the hands" (1983: 375). Not specifying the facial expressions leaves room for further research. As an observable and audible form we will assume in our research communication strategies both linguistic and paralinguistic ones.

The next model of language production quite similar to Anderson's (1983) has been proposed by Clark and Clark (1977) and applied to second language production by Littlewood (1979) and Ellis (1986:258). This is also a three-stage model, which consists of: planning, articulating the language components to the plan, and the physical

production of the utterance.

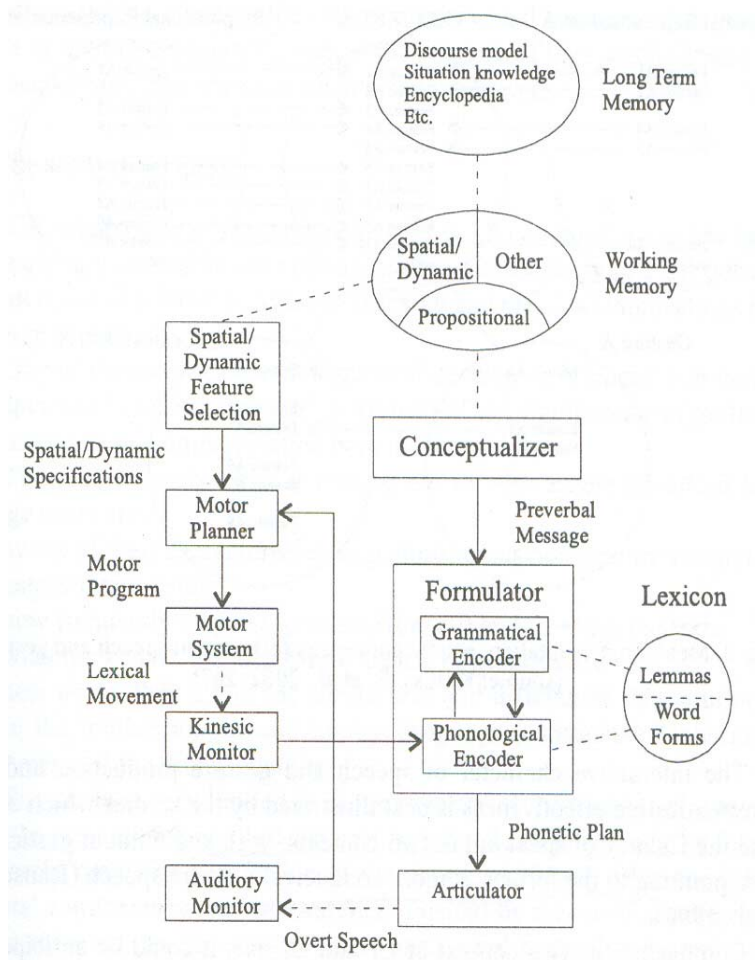
The first two stages are recursive, as the individual moves back and forth between planning what to say and articulating how to say it. The planning stage consists of establishing a goal for communication and developing plans at the discourse, sentence, and constituent levels. This stage alternates with the articulatory stage, in which the speaker selects the meaning for each constituent, specifies its basic syntactic structure, selects first the content and then the function words and affixes, and finally identifies the phonetic realization of the constituent to be communicated. At this point the “motor program,” or physical production of the utterance, takes place.

Thus, Ellis (1994:263) divides strategies for language production into planning strategies, which involve either semantic or linguistic simplification, and correcting strategies, which involve monitoring.

The last cognitive model of language production we would like to present is Levelt's (1989) model of speech production which is very similar to the one presented by Anderson (1983). Anderson's (1983) construction stage in which the speaker selects communication goals and identifies appropriate meanings corresponds to the conceptualisation stage in Levelt's (1989:71) model in which it is described as preverbal construction of communicative intention. The next stage is formulation stage which maps syntactic and then phonetic specification onto lemma and which is comparable to Anderson's (1983) transformation stage in which language rules are applied to transform intended meanings into the form of the message. The last stage in both theories concerns actual speech production monitored by the speaker. In Levelt's (1989:71) theory it is referred to as articulation stage.

Krauss, Chen and Gottesman (2000: 268-9) extended the above proposed model by the nonverbal modality. Their model also involves conceptualisation stage which is based on declarative and procedural knowledge in the construction of communicative goal. The output of conceptualisation stage is a conceptual structure containing a set of semantic specifications which are referred by Levelt (1989) as a preverbal message. At the formulating stage the conceptual structure is transformed in two ways. First, a grammatical encoder maps the to-be –lexicalised concept onto a lemma (e.g. an abstract symbol representing the selected word as a semantic-syntactic entity) in the mental

lexicon whose meaning matches the content of the preverbal message. Using information contained in the lemma, the conceptual structure is transformed into a surface structure and then by accessing word forms stored in lexical memory and constructing an appropriate plan, a phonological encoder transforms this surface structure into a phonetic plan. The output of the articulatory stage is overt speech, which the speaker monitors and uses as a source of corrective feedback (**Fig.7**).



**Fig. 7:** *Speech-gesture production process (Kraus, 2002: 267)*

Kraus, Chen and Gottesman's (2000) model is the first which includes description of the speech-gesture production process. The drawback, however, as in the case of all the above presented is that they do not include the assessment component

which allows for strategising and this is what distinguishes Bachman and Palmer's (1996) model of strategic competence from the cognitive models of language production. Skehan (1998) in his cognitive approach to language processing also avoids the affective aspect of language, considering it to be a separate area of study. We assume in our study on the components of strategic competence that cognition and affect are the two complementary and indispensable aspects of language production and gesticulation and facial expressions will serve as an illustration of this phenomenon.

### **3. Gestures and strategic competence.**

Although in Anderson's (1983) cognitive theory of language production gestures belong to the execution stage as involving "the mouth and the hands" (1983: 375), we will present them as constituting the goal setting and planning components of strategic competence. Gestures have proven a powerful concept for explaining how planning and analysing of motor acts could have evolved into verbal communication (Flöel et al, 2003).

McNeill (1992:73) believes that gestures contribute to a thinking process and reflect mental representation in the mental lexicon and the study by McCafferty (1998) shows that there is "a strong connection between cognition and affective/volitional concerns (...) and that learners' strategic efforts are demonstrated to be of embodied nature" which constitute a link to the next chapter on the assessment component of strategic competence. There are various assumptions about how gestures function in speech production but there are two major theories which emerge from them: *The Lexical Retrieval Hypothesis* and *The Information Packaging Hypothesis* (Alibali, Kita and Young 2000:594). The former assumes that gestures "serve to boost activation levels for the to-be-retrieved-items" and the latter, researched by Alibali and Di Russo (1990), that gestures may participate in other cognitive processes, such as reasoning or problem solving.

Gabrys-Barker (2004) presents the following functions of gestures. They function as:

- a. communicators of the semantic content, adding to information, especially in the L2 context as a communication strategy of the L2 user (Ellis, 1986) in a situation of communicative failure
- b. anxiety or tension reduction devices in the context of communication problem, e.g. observed by Butterworth (1975) during the process of lexical retrieval;
- c. lexical access to be one of the representational modes in memory, which when activated “tends to activate related concepts in other formats” (Krauss et al., 2000: 266)

Gabryś-Barker (2004: 170)

Rusinek and Załazińska (2005:51) describe yet another type of gesture referred to as assessing one which is realised by placing ones fingers on the cheeks or the chin when talking to somebody.

Studies conducted in the area of gesture use by L1 and L2 users show that L2 users tend to use less gesticulation when speaking in L2 (Duchay, 1991). However, as claimed by Philpot (1983), 65% of communication constitutes paralinguistic message in studies on foreign/second language it seems to be neglected issue. For us an interesting issue is how retrieval (referred to by Gabryś [2004:170] in point c), representational (in point a), assessment and tension reduction gestures (in point b) function as paralinguistic communication strategies constituting execution component of strategic competence.

#### **4. Metacognitive strategies and strategic competence.**

Strategic competence viewed as a set of metacognitive strategies (Bachman and Palmer, 1996) was discussed in Chapter II from the perspective of linguistic research. Now we would like to approach it from the point of view of cognitive science.

According to O'Malley (1993:47) procedural knowledge is the basic mechanism through which control over cognition is exercised in Anderson's (1985) theory. Lachman et al. (1979:63) differentiated between declarative knowledge and procedural knowledge by using a computer analogy - the former resembles stored data, while the latter represents the software program. In the cognitive stage the knowledge of strategies is typically declarative and its application involves controlled processing, which requires conscious effort; in the associative stage the declarative knowledge is gradually turned into its procedural form.

Procedural knowledge as represented in production systems is used to examine,

test, and modify the procedural system as well as to extend the system's range of control. Production systems by definition have a goal statement as the condition (IF) preceding an action (THEN), and therefore provide direction in planning future thoughts or behaviour.

Planning is a key metacognitive strategy for second language acquisition, involved in directing the course of reception and production. According to Anderson (1983), it is a procedure for conflict resolution among competing action statements that applies to the conditional (IF) clause in the production system. Planning may be influenced by goals or by input features that seem most useful for performing a task/expressing an idea. The significance of goals is suggested in the distinction between top-down processing, which capitalizes on known information, and bottom-up processing, which starts with features of the input. Learners are often viewed as top-down processors who successively refine higher-level goals into achievable actions. Anderson (1983:65) suggests that individuals may also plan opportunistically and alternate between top-down and bottom-up processing, depending on the task demands.

Control processes and opportunistic planning involve monitoring, because a learner will analyze task demands to determine the task difficulty and the appropriateness of using top-down or bottom-up processing. Monitoring in Anderson's (1983) view, is a response to ambiguity in comprehending the language where an individual selects a best guess of the message's meaning based on available information. Inferencing skills are clearly involved in the way that Anderson uses the term *monitoring*.

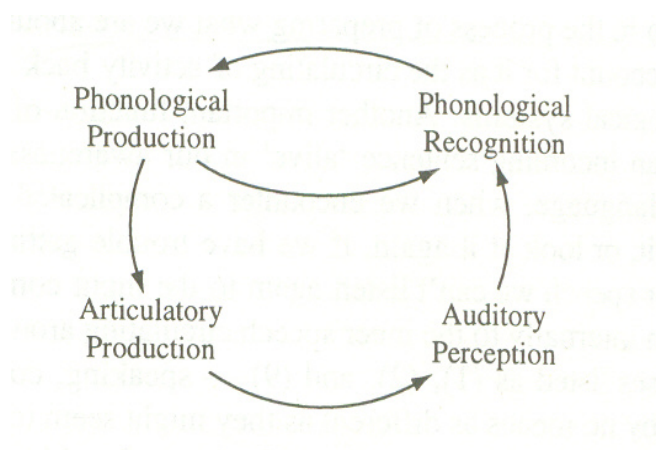
O'Malley (1993) pointed that monitoring was described incompletely by Anderson and suggested that it is the ability to analyze the demands of the task and to respond appropriately, that is, to recognize and manage the learning situation which had already been pointed out by Hymes (1972:277) who claimed that a child acquires competence as to when to speak, when not and as to what to talk to about with whom, when, where, in what manner.

According to Nisbet and Shucksmith (1986:7), monitoring can be described as being aware of what one is doing or bringing one's "mental processes under conscious scrutiny and thus more effectively under control".

Weinstein and Mayer (1986:89) add that monitoring involves setting goals for learning and deploying alternative procedures when the goal is not met. They also present evidence emphasizing the central role monitoring plays in and supporting the responsiveness of monitoring to strategy training.

To respond to a given situation properly we have to assess the situation properly which brings us to the issues connected with the human appraisal system. Schumann (1997:33) emphasises the fact that the appraisal system is necessary so that the emotional relevance of sensory information (touch, sight, sound, etc.) can be assessed and appropriate behavioural activity can be taken in relation to that sensory information (e.g., flight, fight, approach, attend, think, learn). An organism that can make more sophisticated and more appropriate appraisals is one that is open-ended, that can adapt to new contexts, and that, although constrained to varying degrees by past experience, has the ability to construe the world in ways that allow it to best achieve its goals.

As far as articulatory monitoring is concerned Lamb (1999: 131-2) claims that articulatory production is monitored by and thus in part controlled by auditory perception and we often have trouble ‘finding’ the right word to express a concept we are trying to express or the right phrase or clause for an idea; and often we finally choose one by first trying out several possibilities till we find one that ‘sounds right’, a process which of course involves activation in the receptive part of the network.



**Fig. 8:** *The inner speech loop. (Lamb, 1999: 182)*



Lamb (1999: 181) describes the process of inner speech (**Fig. 8**) which is talking to ourselves silently. We use it not just on thinking but also in the process of preparing what we are about to say before we say it. We can account for it as the circulating of activity back and forth between the two phonological systems. Monitoring process does not require the speaker's hearing system since there is also an internal pathway, using the connections from phonological production to phonological recognition and probably also from Articulatory Production to Auditory Perception, the same as that used in inner speech. It is likely that this same internal pathway is used in the preparation of sentences for production, during which process the speaker is able to perform a little on-the-fly editing. If this is so we can expect that the timing control is rather complex, since one phrase could be being spoken at the same time that the next one is prepared.

Basing on the findings from cognitive psychology O'Malley, Chamot and their colleagues (O'Malley et al. 1985a; 1985b; Chamot 1987; O'Malley and Chamot 1990) proposed a strategy classification scheme based on an information processing model containing an operative, or cognitive-processing, function and an executive, metacognitive function (Chamot 1987).

Following Brown and Palinscar (1982), they distinguished between the *cognitive* and *metacognitive* strategies stating that "cognitive strategies are directly related to individual learning task and entail direct manipulation or transformation of the learning materials" and "metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed" (O'Malley et al. 1985b: 558-559).

The third type of strategies in their taxonomy includes social and affective strategies, which have been extended in a more recent classification (Chamot and Kupper 1989) by two additional strategies, i.e. *self-talk* and *self-reinforcement*.

## **METACOGNITIVE STRATEGIES**

- |                     |   |
|---------------------|---|
| Advance organizers  | - Making a general but comprehensive preview of the concept or principle in an anticipated learning activity                |
| Directed attention  | - Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters                          |
| Selective attention | - Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of |

Self-management	language input - Understanding conditions that help one learn and arranging for the presence of those conditions
Functional planning	- Planning for and rehearsing linguistic components necessary to carry out an upcoming language task
Self-monitoring	- Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or the people who are present
Delayed production	- Consciously deciding to postpone speaking to learn initially through listening comprehension
<b>COGNITIVE STRATEGIES</b>	
Repetition	- Imitating the language model, including overt practice and silent rehearsal
Resourcing	- Defining or expanding a definition of a word or concept through use of target language reference materials
Translation	- Using the first language as a base for understanding and/or producing second language
Grouping	- Reordering or reclassifying, and perhaps labelling, the material to be learned based on common attributes
Note-taking	- Writing down the main idea, important points, outline, or summary of information presented orally or in writing
Deduction	- Consciously applying rules to produce and understand the second language
Recombination	- Constructing a meaningful sentence or larger language sequence by combining new elements in a new way
Imagery	- Relating new information to visual concepts in memory via familiar word in the first language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word
Contextualization	- Placing a word or phrase in a meaningful language sequence
Elaboration	- Relating new information to other concepts in memory
Transfer	- Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task
Inferencing	- Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
<b>SOCIAL/AFFECTIVE STRATEGIES</b>	
Cooperation	- Working with one or more peers to obtain feedback, pool information, or model a language learning activity
Question for clarification	- Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples

**Fig. 9:** *O'Malley and Chamot's typology of learning strategies (Chamot 1987)*

The major strength of O'Malley and Chamot's (1987) classification presented in **Fig.9** is the fact that it reveals and includes the findings of cognitive science, however it

has been criticised for cursory treatment of affective aspects of strategies which will be elaborated on in Chapter IV.

The above presented typology complies with Bachman and Palmer's (1996) perception of strategic competence, which is described as a set of metacognitive strategies. This set is the combination of language knowledge and metacognitive strategies which provide language users with the ability, or capacity, to create and interpret discourse, either in responding to tasks on language tests or in non-test language use. Bachman and Palmer conceive of strategic competence:

as a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities. Using language involves the language user's topical knowledge and affective schemata, as well as all the areas of language knowledge discussed above. What makes language use possible is the integration of all of these components as language users create and interpret discourse in situationally appropriate ways.

(Bachman & Palmer, 1996:70)

They identify three general areas in which metacognitive components operate: goal-setting, assessment, and planning. Bachman (1996) characterizes these capacities as metacognitive skills. They are cognitive because of the nature of the operations that they involve, and 'meta' since there can be self-awareness built into their operation. This analysis goes a long way to justifying the status of competence for these abilities. It implies that they are, indeed underlying and generalized.

The radiant interaction of metacognitive strategies in language use is shown in **Figure 4**. Bachman and Palmer (1996) once again emphasise the central role of affective schemata which is omitted by Skehan (1998) in his cognitive approach to language learning.

## **Recapitulation**

Summing up, language generation is viewed in cognitive theory as an active and meaning-based process that applies to both speaking and writing. The generation process consists of three stages analogous to the stages of language comprehension, but with

important differences. In cognitive theory the first two stages, construction and transformation, have been described in terms of setting goals and searching memory for information, then using production systems to generate language in phrases or constituents, much like parsing in language comprehension. Second language theorists have used first-language production theory as a basis for explaining production at both the early and later stages of second language acquisition (Ellis, 1994; Littlewood, 1979). It is indicated by both cognitive and second language theorists that language generators move back and forth between the planning or construction stage and the articulation or transformation stage as they actively develop the meaning they wish to express through speech.

The mechanism determining this back and forth movement will be described in the next chapter devoted to neurolinguistic mechanisms underlying assessment.

## Chapter IV

### Neurolinguistic aspects of strategic competence: assessment component

#### Introduction.

We have already discussed the concept of strategic competence and its goal setting and planning components from the point of view of cognitive science. However, the central point in Bachman and Palmer's (1996) model of competence is assigned to affect. This is the reason why we would like to investigate the assessment component from the point of view of neurolinguistic science. It is agreed by neurolinguists which language areas are responsible for language production, reception and processing. Now, the interaction of cortical language areas is being researched in correspondence to subcortical structures such as limbic system. The limbic system is responsible for assigning value to the incoming stimuli in other words assessing it, which agrees with Bachman's (1998:5) claim that assessment also takes into consideration the individual's affective responses in the application of assessment.

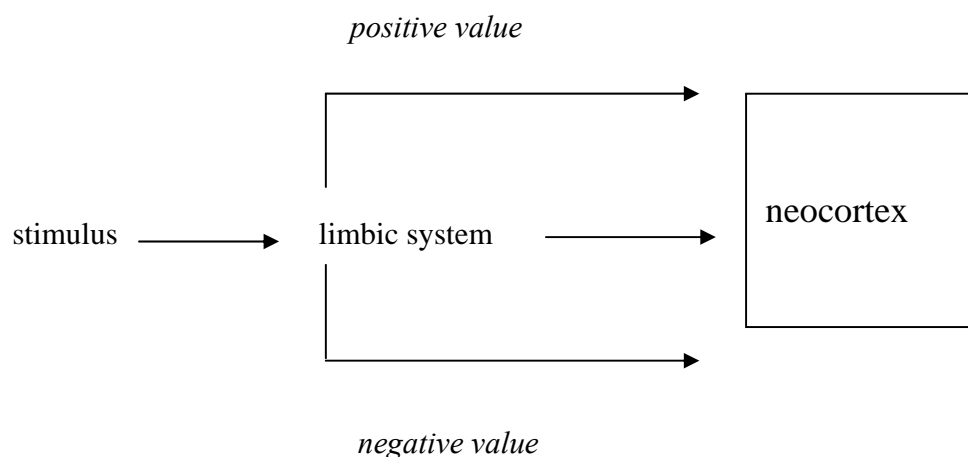
Assessment component according to Bachman and Palmer (1996) enables language users to: identify the information – including the language variety, or dialect – that is needed for realizing a particular communicative goal in a given context; determine what language competences (native language, second or foreign language) are at our disposal for most effectively bringing that information to bear in achieving the communicative goal; ascertain the abilities and knowledge that are shared by our interlocutor; following the communication attempt, evaluate the extent to which the communicative goal has been achieved.

Bachman (1998:6) claims that the assessment component operates in three ways. The first of them is referred to as *assessment of the characteristics of the language use or*

*test task*. The next one is *assessment of the individual's own topical and language knowledge*. The final one is referred to as *assessment of the correctness or appropriateness of the response to the test task*.

Following Damasio's (1994:28) argument that not only is the mind embrained but the brain is embodied we attempt to approach the issue of strategic competence from the point of view of neurolinguistic science.

According to Schumann (1997:188) cognition is controlled by acquired value. We cognize on value, and value is expressed in stimulus appraisals. Thus in SLA our perception, attention, memory and behaviour are based on value as expressed in our stimulus appraisals. It might be represented in a form of the following figure.



**Fig. 10:** *Stimulus appraisal - assessment (Ślęzak, 2004:106)*

The above figure illustrates the interaction of cortical and subcortical structures of the brain which are responsible for stimulus appraisal. It is the limbic system which assesses the incoming stimuli and sends a fight or flight signals to neocortex where it is cognitively processes and rationally justified. Schumann (1997:106) further claims that variable success in SLA is the product of the history of one's stimulus appraisals, whose influence on second language learning is highly variable, and essentially unique for each individual the same applies to expressing ideas. The only thing that is universal about affective influence on SLA is the neural mechanism subserving it. The biological appraisal system starts out with some innate tendencies that enhance survival, but very quickly the individual begins to acquire a system of somatic value based on their experience in the

world. This value system consists of individual preferences and aversions that cause learners to react uniquely to various communicative situations and to achieve varying degrees of proficiency in the second language.

## **1. Anatomy of strategic competence.**

To show how strategic competence works in neurolinguistic terms we have to elaborate on the neural mechanism subserving it. We believe that the neural tree part system described by Damasio (1994:84) involving orbitofrontal cortex (underlying goal setting and planning components), limbic system (underlying assessment component), and the body proper (underlying execution component) will provide proper illustration of how a stimulus is parallelly processed and at the same time reveal the dynamic nature of communication. Orbitofrontal cortex, limbic system, and the body proper (via the brainstem, hypothalamus, and motor systems) cooperate to promote social cognition, that is, reasoning about issues related to one's personal and social life. Damasio (1995:132) also emphasises that this system contains an essential evaluation component, which is indispensable in case of strategic competence as assessment is one of its components. Because the appraisal of stimulus events, agents, and objects is essential to reasoning about them, the tripartite system also constitutes the organism's stimulus appraisal mechanisms.

### **1.1. The mechanism of stimulus appraisal.**

As far as assessment component is concerned we can assume that Damasio's (1994:135) claim that events, agents, and objects that constitute a stimulus situation generate mental images in the early sensory cortices (sight, sound, touch, taste), where they are organised as thoughts under the guidance of dispositional representations (DR) will converge with the linguistic concept of strategic competence. Damasio (1994:135) explains DRs as potential and dormant patterns of firing activity (referred to as latent nections by Lamb [1999]) located in higher order association cortices (convergence zones) in the brain. They are essentially latent memories of all our innate and acquired knowledge.

Dispositions that fire in the prefrontal cortex “embody knowledge pertaining to how certain types of situations have usually been paired with emotional responses in [one’s] individual experience (Lamb,1999:22). Thus dispositional representations in the orbitofrontal cortex are repositories of somatic value, that is, value acquired in the lifetime of the individual.

According to Damasio (1994:40) DRs in the amygdala are related areas of the limbic system may comprise innate homeostatic and sociostatic value, that is, innate dispositions related to survival and interaction with conspecifics. Thus:

DRs in the orbitofrontal cortex contain memories of stimulus appraisals that have been made about similar situation in the past. These DRs both directly and via the amygdala signal the autonomic nervous system via the brainstem, the endocrine system via the hypothalamus, and the musculoskeletal system via the motor system. This signalling creates a bodily state referred to as a somatic marker. This somatic state constitutes an emotional reaction to the stimulus situation. The reaction is interpreted by the brain as a feeling, which is juxtaposed to the image of the stimulus situation.

Damasio (1994: 36)

Damasio (1995:23) also argues that “by dint of [this] juxtaposition, body images give to other images a quality of goodness or badness, pleasure or pain”. They are used subconsciously so the assessment component is not only of programmatic nature as Skehan (1998) claims but finds its grounds in neurolinguistic research.

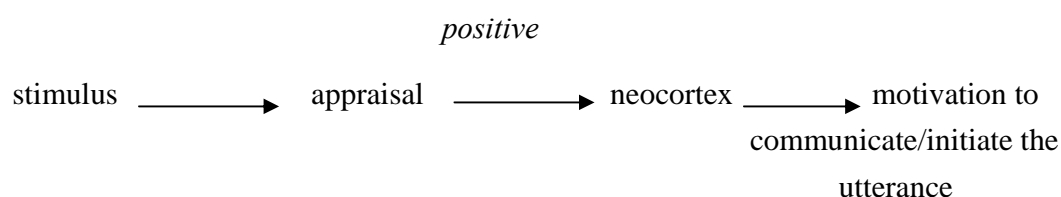
When the stimulus appraisal has been made, neurotransmitter systems in the brainstem and the basal forebrain release chemical messengers such as dopamine, norepinephrine, and acetylcholine into various parts of the cortex that regulate perception, attention, memory, and cognitive and motor investigatory-exploratory action toward the stimulus (Traczyk, 2001: 219). We will attempt to show in our research how somatic marker reveals itself during a response to a task by means of paralinguistic strategies which constitute a plane of convergence of linguistic concepts and neuroanatomy.

Schumann (1997:176) claims that the stimulus-appraisal perspective may be relevant in that it suggests that the neural system for appraisal operates along a limited set of dimensions that may pattern differently to generate a variety of motivations, which are identifiable in large populations of learners, and to generate unique affective trajectories.



The value assessment system functions in a binary fashion of positive and negative appraisals.

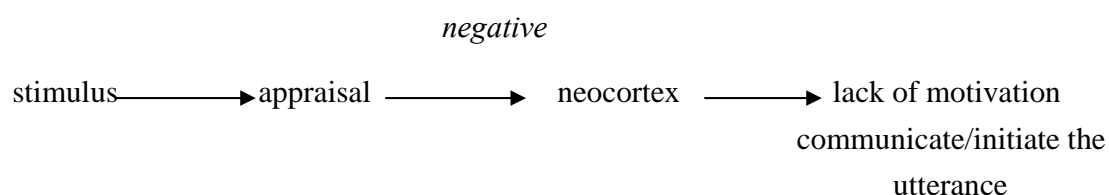
Schumann notes (1997:176) that once a stimulus is appraised positively it generates approach tendencies that involve perception, attention, and cognitive activity toward the stimuli such that the characteristics of the stimuli may be learned/used in case of strategies, which can be investigated by means of the following figure.



**Fig. 11:** *Motivation to communicate/initiate an utterance (Ślęzak, 2004: 107)*

The incoming stimuli are appraised in the limbic system and then it is received by neocortex which generates rational arguments to justify fight or flight reactions to a given situation. The fight reaction would result in resigning from the task and flight reaction would involve engaging in a task.

Negatively appraised stimuli are cognised so that they can be dealt with to extent necessary, recognized in the future, and avoided if possible. The following figure illustrates the process of a *flight* appraisal of the situation.



**Fig.12:** *Lack of motivation communicate/initiate an utterance (Ślęzak, 2004: 107)*

The above illustrated appraisal process takes place when determining goals of communication; if the goal is set precisely then language user/learner employs a number of devices (strategies) they possess to achieve the goal they had set and if the goal was not set

properly then a number of survival strategies are activated and a language user/learner initiates the task so as not to lose their face but they lose track of the course of their utterance.

The above figures can be supported by Lewis' suggestion that:

The evaluation and expectancy of negative emotion produces the secondary emotion of anxiety. Although all emotions can participate in positive feedback, highlighting interpretations that amplify and sustain them, fear and anxiety are peculiar in that they also give rise to negative feedback. An interpretation that engenders anxiety sets the occasion for its own cessation. First, anxiety couples with painful expectancies in a self-organising appraisal, augmenting attention to helplessness and vulnerability. As it does so, however, it begins to highlight plans, goals, and scripts that facilitate escape - an attempt to get away from the painful attractor. Escape is the aim or attention tendency attributed to fear or anxiety by many emotion theorists.

Such negative escape goals, of course, result in withdrawal, which would negatively affect learning.

Lewis (1996:18)

Perception of value assessment as one of the components of strategic competence entails the fact that the language user who employs strategies is aware of having done so. However, as Bialystok (1990) claims choices can be made entirely without conscious consideration of the speakers as different situations exert different levels of monitoring and control over ongoing processing which is also supported by Skehan's (1998) claim that the speaker has to face limited attention resources.

## **1.2. Facial expression of appraisal.**

Stimulus appraisal reveals itself in the application of avoidance or risk-taking strategies to which we can also include paralinguistic strategies which, however are referred to in communication strategies' taxonomies in very general terms: mime (Tarone, 1977), paralinguistic strategies (Corder, 1983), using non-linguistic resources (Little, 1984), mime understood as replacing and accompanying verbal input (Paribakht, 1985), non-linguistic strategies (Ellis, 1994), non-linguistic signals – mime, gesture, facial expression or sound imitation (Dörnyei, 1995).

According to Smith & Lazarus (1993:234) the emotional response is hypothesised to prepare and mobilize the person to cope with the particular appraised harm or benefit in and adaptive manner, that is, to avoid, minimize, or alleviate an appraised harm, or to seek, maximize, or maintain an appraised benefit.

Appraisal theorists (e.g. Scherer, 1984, Smith, 1989) claim that facial expressions are a direct reflection of a person's appraisals of the situation.

Smith (1989) and Pope and Smith (1994) provided evidence supporting the view that specific facial expressions components are related to specific appraisals. Their research shows that increased activity around:

- eyebrow region – *corrugator activity* – relates to perceived obstacle;
- cheek region – *zygomatic activity* – relates to the appraised pleasantness of the situation.

Scherer (1987) also claims that if a situation is controllable and when there are available resources to cope with it, the face would express elements indicating anger (Ekman, 1972), such as:

- frowning of the eyebrows (involving mainly the *corrugator supercilii* muscle group) and
- tightening of the lips.

When the situation is appraised as generally controllable, but does not have resources to deal with or modify the situation the face expresses elements resembling those of expressing fear (Ekman, 1972) such as:

- raising of eye lid;
- jaw drop;
- mouth stretching.

Low control results in higher activity of parasympathetic branches of the nervous system, with associated hypoactivity of the musculature, including those of the face (e.g. jaw drop and drooping eye lids).

The above described facial muscles activity during communication specifies what generally is referred to as mime or facial expressions. The ones which we decided to investigate are listed in Chapter VII.

### **1.3. Strategic function of laughter**

One more part of communication which is controlled by limbic structures of the brain (amygdala and hippocampus) is laughter to which field of science referred to as gelotology is devoted.

The research conducted by Provine and Fischer (1989) showed that laughter helps to clarify the intentions of the speaker and provides emotional context to the content of the utterance as well as signals acceptance and positive interaction. These findings were also confirmed in the study of Bachorowski et al (2001) which showed that even in controlled laboratory environment participants produced significant amounts of laughter. The researched corpus of laughs showed that its function was to elicit positive emotion-related response in listener. This affect inducing effect described by Owren & Randall (1997:201) primes listeners to behave positively toward laughers. On the basis of the above findings Bachorowski et al (2004:336) suggest that laughing is a nonconscious strategy of social influence which is made use of when socially challenging situation arises. Situations like needing cooperation or explicit help from the other. Laughter as a strategy will also be observed in our study on the components of strategic competence.

### **1.4. Strategising function of thalamus, amygdala and hippocampus.**

Analysing assessing component of strategic competence from the point of view of the neurolinguistic data, we also need to take into consideration thalamus, amygdala and hippocampus as the three part system described by Damasio (1994:87) does not function in isolation. Quoting Schumann (1997:42) the thalamus is a relay station for all sensory information reaching the brain except olfaction (i.e., for sound, sight, taste, touch). From here the circuit projects to the lateral nucleus of the amygdala (the thalamo-amygdala pathway) and then to the central nucleus via the basolateral nucleus and the accessory basal nucleus. In the amygdala, the circuit projects to the brainstem, which leads to the autonomic responses and to the hypothalamus, where endocrine responses are stimulated. At the same time the stimulus goes from the thalamus to the amygdala, it goes to the auditory cortex (the thalamo-cortical pathway), where it is analysed in more detail and then

projects back to the lateral nucleus of the amygdala (the cortocofugal pathway). From the auditory cortex, the stimulus is transferred to the hippocampus, where the context in which it was heard is recorded and a declarative memory of the event is formed.

After having received the stimulus from the thalamus the amygdala sends fibres to several subcortical sites: the basal forebrain, the hypothalamus, the thalamus, the midbrain, pons, and medulla. Amaral, Price, Pitkanen, and Carmichael (1992:56) report that, in addition to these subcortical projections, the amygdala has extensive projections back to the neocortex itself. For example, it projects to all the temporal and occipital areas involved in vision. Amaral et al. (1992:41) note that on the basis of this connectivity “it is reasonable to predict that the amygdaloid complex might influence both early stages of sensory processing as well as higher level cognitive processing”

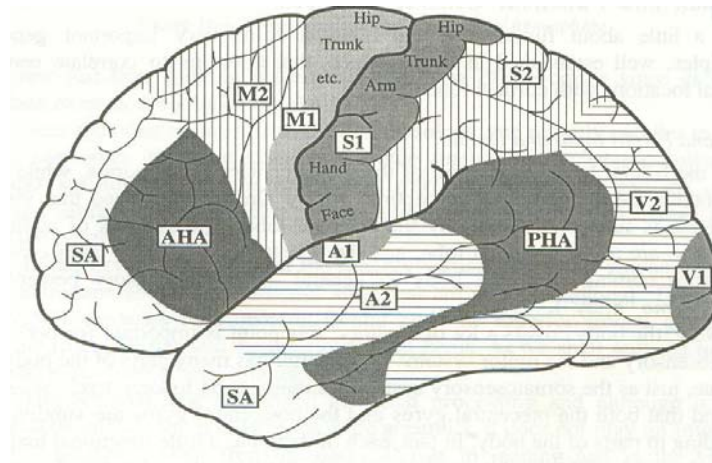
Processing of the stimulus in the hippocampus allows the cortex to form a record of the event that may be available to consciousness at a later time (Schuman, 1997:49). Once again, from the hippocampus the circuit projects to the amygdala, where the stimulus can be further processed for its motivational relevance and emotional significance. The importance of the hippocampus in the circuit is that it records the context in which the stimulus is perceived.

The above described parallel processing discards Skehan’s (1998) claim that assessment is not possible during an ongoing conversation due to limited attentional resources. In that view strategic competence can be perceived as the way language users access to emotions or feelings which help reject some alternatives and preserve others.

### **1.5. Strategising function of cortical pathways.**

LeDoux (1986: 345-46) argues that there are two implications of parallel emotional processing channels (subcortical and cortical pathways). First, the subcortical areas that receive thalamic inputs also receive neocortical input and in this way the two pathways converge (the thalamic pathway, though, is several synapses shorter) The input reaching target areas such as the amygdala may therefore prime the area to receive the better analysed neocortical inputs, providing a crude picture of what is to come, narrowing the affective possibilities, and perhaps even organising possible and actual responses.

Lamb (1999:347) following Benson and Ardila (1995:35) recognizes three high level association areas, with locations as shown in the following figure.



**Fig.13:** Functional map of the left cerebral hemisphere: 1- primary areas; 2- secondary areas; A- auditory; V- visual; S- somatosensory; M- motor; AHA – anterior heteromodal association area; PHA – posterior heteromodal association area; SA – supramodal association area (Lamb, 1999:348)

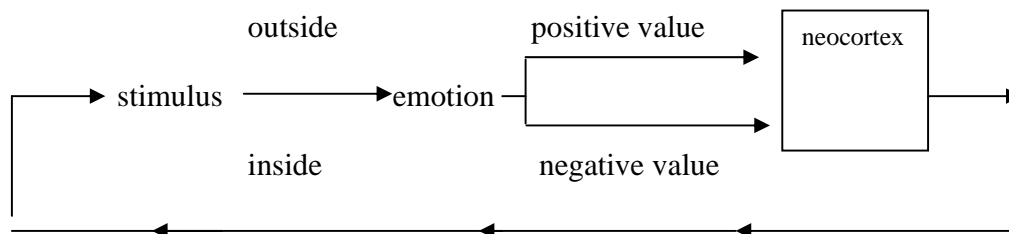
Benson and Ardila (1995:38) include the most anterior part of the temporal lobe, as shown in **Fig.13**. Here the *supramodal* association area is where plans are made, where actions are rehearsed internally before being executed, and where consequences are foreseen. The activity of the *supramodal* association area is also shown in Picture 1 which presents PET neuroimaging picture for brain activity while word generation.

The *posterior heteromodal* association area in the posterior portion of the cortex, integrates information from different senses while providing connection to linguistic expression. The *anterior heteromodal* association area is involved in maintaining sequential information for short periods. The *supramodal association area* is situated in the most anterior portion, which has access to just about everything else, both motor and perceptual. Where the incoming stimuli are directed, depends on how it is assessed by subcortical structures. The subcortical structures are most generally associated affect which by Bachman and Palmer (1996) was assigned central role in strategic competence.

## 2. Motivation to communicate vs strategic competence.

The communication and decision processes are reflected in the layer structure of the brain. Our motivation is determined by two main elements. The first is affective (associated with subcortical areas) and the second cognitive one (associated with neocortex).

The affective element gives us either positive or negative value of emotion. The cognitive element makes us aware what has aroused the emotion and why it is positive or negative. The general functioning of our psyche can be realised as a stimulus, which arouses the emotion, giving positive or negative value to the following stimulus and our consciousness, which makes us aware of the emotion (**Fig. 14**).



**Fig.14:** *Outside and inside stimuli (Ślęzak, 2004: 108)*

The important thing is that the stimulus can be anything coming from the outside world (sensory perceptions) or from our inside – the very thought can become the stimulus (**Fig.14**). The two situations can overlap which we decided to illustrate in the following way.

In the introduction to this chapter we quoted Schumann (1997:1) who reminds that through evolution all humans inherit two systems of motivation: homeostatic and sociostatic regulation.

The brain and the body proper contain mechanisms that control respiration, heart rate, and body temperature as well as hunger, thirst, and sexual desires and in addition to regulation by homeostats, organisms are motivated by other inherited systems called sociostats. Sociostats are the innate tendencies of the human organism to seek out interaction with conspecifics, which are the inherited drives for attachment and social

affiliation, which are initially directed toward the infant's mother or caregiver and are gradually extended to others in the individual's network of social relations.

In addition to innate homeostatic and sociostatic values over the course of their lifetimes organisms develop highly individual value systems. Through experience in the world, individuals acquire idiosyncratic preferences and aversions, which lead them to like certain things and dislike others. These preferences are called somatic value.

Schumann (1997:6) also emphasises the fact that the signals from the world vary widely and change rapidly, the internal signals from the homeostatic, sociostatic and somatic system are slow to alter, and therefore, individual has relatively stable set of preferences and aversions that is why organisms seem to determine value on the basis of certain criteria. Research conducted by Leventhal and Scherer (1987:7) indicate that environmental stimulus situations are assessed according to the following criteria: novelty, pleasantness, enhancement of one's goals or needs, compatibility with one's coping mechanism, and support of one's self and social image.

Strategic competence in that view allows for skilful determination of the goal of communication and determining whether the goal complies with one's coping mechanisms. According to Ekman (1972) coping mechanisms are of embodied nature if a speaker has available resources to cope with the situation, the face would express elements indicating anger (Ekman, 1972), such as: frowning of the eyebrows (involving mainly the *corrugator supercilii* muscle group) and tightening of the lips. When the situation is appraised as generally controllable, but does not have resources to deal with or modify the situation the face expresses elements resembling those of expressing fear (Ekman, 1972) such as: raising of eye lid, jaw drop and mouth stretching.

## **2. 1. Value assessment criteria.**

What makes a human remember are patterns which worked and triggered some reaction or action, which confirms the famous quote used by neuroscientists – *neurons that fire together wire together*. (2003), who introduces term homo neurologicus, indicates that humans would adjust to patterns and create mental images rather than analytically process the information. Transfer of the data obtained by (2003) into SLA supports the



communicative rather than structuralist approach to SLA. Even an advanced foreign language user would rather adjust to patterns than analytically process the information.

According to Schumann (1997:8) stimulus appraisals generate mental activity, which enhances or inhibits speaking.

The first psychological model of stimulus appraisal to be considered was developed by Scherer (1984) who identifies five stimuli evaluation checks: novelty, intrinsic pleasantness (criticised by Loewenstein [2003]), goal/need significance, coping potential and norm/self compatibility. Scherer's (1984:175) five dimensions of stimulus appraisal provide a reasonably good characterization of the categories on which the neural system operates.

The *novelty check* assesses whether internal or external stimulation contains novel or unexpected patterns which is also confirmed by LeDoux (1996:63) who reports research by Bornstein (1992) and by Murphy and Zajonc (1993) which offers some clues that the amygdala (constituting part of the limbic system) may be involved in appraisals of novelty/familiarity and pleasantness. Novelty can be viewed in several ways. Scherer (1984:174) originally viewed the novelty appraisal as antecedent to the startle response or surprise. But novelty can also be contrasted with familiarity. In the face of boring familiarity, novelty can be appraised positively, but in the face of excessive strangeness or unfamiliarity, novelty may be appraised negatively as a source of anxiety or fear.

Schuman (1997) further distinguishes the *goal/need significance* check which assesses:

- a) the relevance of the event to the individual's needs and goals (*relevance subcheck*)
- b) the status of the event in relation to what to expect the current stage in a goal/plan sequence (*expectations subcheck*)
- c) the degree to which the stimulus event is conducive to satisfying the individual's needs or achieving his goals (*conduciveness subcheck*)
- d) how urgently a response may be required (*urgency subcheck*)

The coping potential check determines:

- a) the cause of the stimulus event (*causation subcheck*)
- b) the individual's ability to cope with the event (*subcontrol check*)

- c) the individuals ability to avoid or change the outcome of the stimulus event  
(*power subcheck*)
- d) the ability of the individual to psychologically adjust to the outcome  
(*adjustment subcheck*)
- e) finally, the norm/self compatibility of the event with social or cultural norms, or with the expectations of significant others (*external standard subcheck*)

The observations of Gaffan (1992:62) indicate that the amygdala may be involved in the appraisal of intrinsic pleasantness. The assessment of intrinsic pleasantness determines whether an event is pleasant and thus fosters approach, or whether it is unpleasant and thus promotes avoidance. However it was strongly criticised by (2003) who claims that a human would rather avoid danger than aim at pleasure.

In the view of the research presented Skehan's (2000:165) claim that Bachman's model of strategic competence (1990) lacks rationale grounded in psycholinguistic mechanisms and processes is groundless as the assessment component constitutes an indispensable part of communication. Effective (successful communication) will depend on how a communicative situation is appraised (assessed).

### **3. Affective aspect of goal setting.**

According to Lamb (1999:87), strategic competence can be viewed as a means of making the choice among multiple possibilities when a rule offers choices; and of course a central processor to interpret instructions, to perform these operations, to keep track of the sequencing of the operations, including being able to search the workspace. Kinds of goals we set depend on what value we assign to the stimulus we receive.

According to Schumann (1997), appraisal builds on itself through feedback with emotion, it may incorporate cognitive elements that include an evaluation of the emotional state itself. When this happens, the valence of the emotion becomes an important determinant of the self-organising trajectory of the unfolding appraisal.

As Lamb (1999: 401) claims our mental system provides us with an internal representation of the world, a microcosm, but that is certainly not a miniature world. We need to appreciate that the mental system is constrained by its structure to engage in basic strategies which are indispensable to its operation yet which necessarily involve simplification, hence imperfect representation of that which it is attempting to communicate. The above claim proves that goal setting involves simplification as well as attempting to adjust to patterns (Loewenstein, 2003). Strategic competence is the most strategic in its first *goal determining component*, which might overlap with pragmatic or illocutionary competence but the two mentioned do not involve affective processes and this is what makes them different from strategic competence.

#### 4. Affective aspect of planning.

Strategic competence is connected with taking communicative decisions, which operate in decision taking system. So far the theorists dealing with decision taking characterised the decision taker as *homo economicus*. Loewenstein (2003) provides the description of new qualities of decision taker and compares *homo economicus* and *homo neurologicus*.

In Loewenstein's (2003) model interaction of different neural systems e.g. neocortex and limbic system is emphasised as well as the fact that avoiding danger and aiming to homeostasis is more important for decision-maker than aiming at pleasure.

<b>Homo economicus</b>	<b>Homo neuropsychologicus</b>
Universal, homogenous decision- making mechanism	Specialised modules. Interaction of different neural systems e.g. neocortex and limbic system
Maximizing usefulness	Aiming at homeostasis
Optimal action in arbitrary environment	Efficient action in specific environment (susceptibility to mistakes in different ones)

Analytic processing of information	Adjusting to the pattern, creating mental images (analytic thinking only in some conditions)
General preferences independent on the context (e.g. risk-taking)	Preferences and behaviour dependent on the context
Primary role of the cognitive processes	Very important role of emotional processes
Aiming at pleasure as main motivation to action	Non-hedonic motivation. Avoiding danger more important than aiming at pleasure
Unlimited processing of information	Limited processing of information

**Tab. 1:** *The comparison of the qualities of the two types of decision-makers (economic and neuropsychological. (Loewenstein, 2003)*

Decision-taking in communication used to be based on economising model and it is the Bachman and Palmer's (1996) model of strategic competence which takes into consideration the interaction of neocortical and subcortical structures (processing affect). Loewenstein's (2000) comparison of qualities of two types of decision-makers also provides argument for analysing the language from both cognitive and affective perspective. It also pinpoints to the fact that although language users are *reasonably consistent* (Bialystok, 1990) their language behaviour depends on the context which is supported by the way value assessment functions.

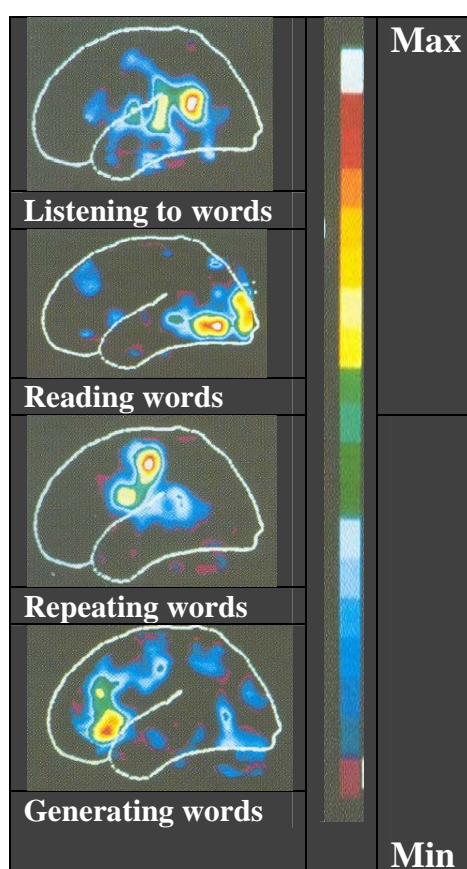
### **Recapitulation.**

As it was emphasised by cognitive theorists like Anderson (1983:38) who suggested that stages of language production can be recursive after the initial communication goal is established. We can observe that the assessment component permeates the remaining three ones, namely: goal setting, planning and executing.

However, Lamb (1999:167) underscores that every person's experience, including linguistic one, differs from that of everyone else, and the lexemic nections get constructed

on the basis of repeated experiences. Thus, the choice of components of strategic competence is language users' history of stimulus appraisal of strategies and situations in which they happened to work successfully. The assessment component of strategic competence characterised by Bachman and Palmer (1996) as the one which provides means by which the individual relates their topical and language knowledge as well as their affective responses in the application of assessment has its reflection in the way limbic structures assess value.

The complexity of the process of speech generation is shown in **Picture 1** which shows the results of PET neuroimaging of the left hemisphere activation.



**Pic. 1:** *Activation of left hemisphere in PET neuroimaging* (Springer, Deutsch, 1998:Tab11).

As we can see the process of generation of words activates the vastest areas of the brain. The neurolinguistic data helps move the components of strategic competence, criticised by Skehan (1998), from the status of the mere 'check list'. Goal setting,

assessment, planning and execution components involving management of communication strategies constitute the focus of our research.

In case of Bachman and Palmer's (1996) model of CLA it would be best to conduct the research by means of PET to see how this strategising works in terms of limbic system activation. The word strategic also constitutes a problem here as it implies conscious strategy implication to serve certain purpose and in case of advanced foreign language users it can be difficult to differentiate between stages of application of particular strategies to which the next chapter will be devoted to.

## **Chapter V**

### **Communication strategies and strategic competence: execution component.**

#### **Introduction.**

Bachman and Palmer (1996) view strategic competence as a set of metacognitive strategies enumerating goal setting as one of the first salient components and Faerch and Kasper (1983) claim that to achieve desired communicative goal a range of devices may be drawn to convey the intended meaning or even to abandon the original meaning and resort to a simpler and more easily achieved goal.

The devices Faerch and Kasper (1983:25) mean are communication strategies – the term which was first used by Selinker (1972:165) who attempted to account for how the learner makes use of existing knowledge to cope with communication difficulties as well as explains the source of errors made by foreign language learners.

While generally agreeing that communication strategies emerge from the failure to realize a language production goal, Faerch and Kasper (1983:24) assert that communication strategies may entail a "psycholinguistic" solution to the communication problem instead of the one which relies upon the negotiation of meaning.

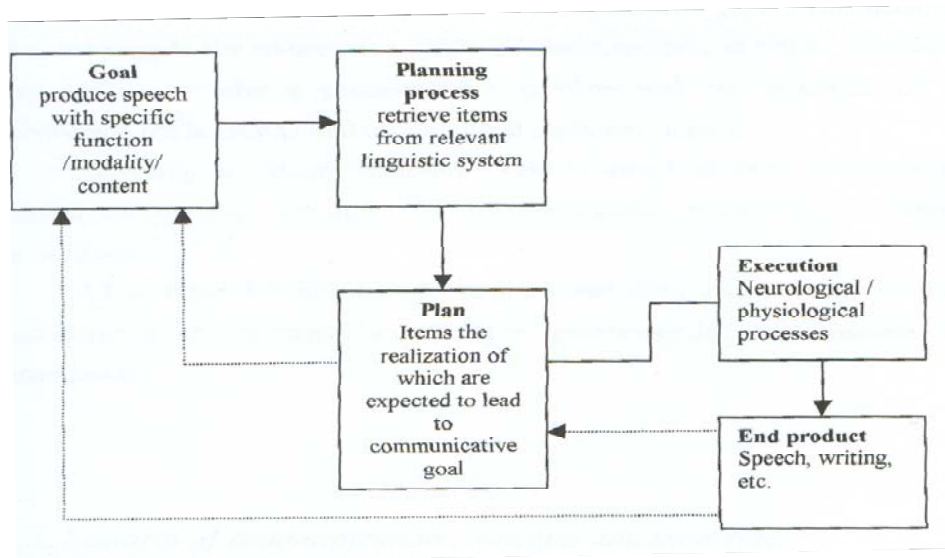
According to Tarone (1976:5) production strategies are used to accomplish communication goals; they reflect an interest in using the language system efficiently and clearly without excessive effort which can be exemplified by the use of prefabricated patterns and discourse planning. Communication strategies are an adaptation to the failure to realize a language production goal. They therefore serve an important role in negotiating meaning between individuals. In this chapter we will present communication strategies as observable devices which facilitate achieving the desired goal of communication and realise execution component.

We decided to chronologically view different taxonomies of communication strategies to decide on the one we will apply in our study on components of strategic competence.

### 1. Faerch and Kasper's model of speech production.

In chapter III we have already presented cognitive models of language production. The Faerch and Kasper's (1983) model of speech production is relevant in discussion on communication strategies since the language user has to assess the situational conditions and this will help them to decide upon what goals can be achieved in a particular situation, upon the most appropriate plan and the appropriate application of communication strategies.

Despite of the fact that Clark and Clark (1977:224) stated that the division between planning and execution is not a clear one because at any moment speakers are usually doing a little of both so it is impossible to say where planning leaves off and execution begins. Faerch and Kasper's (1983:25) model identifies two phases: a planning phase and an execution phase which is shown in **Figure 15**.



**Fig. 15:** A general model of speech production. (Faerch and Kasper 1983:25)



According to Faerch and Kasper (1983:25) the planning phase is the learner's preparation for communication and results in formulation of a plan to achieve communicative goal. In this phase language user "selects rules and items which he considers most appropriate for establishing a plan, the execution of which will lead to verbal behaviour which is expressed to satisfy the original goal" and the execution phase refers to the actual communication and the result is the execution of the plan, i.e. observable speech. This phase is controlled by the plan and consists of less observable neurological and physiological processes resulting in the articulation of speech organs, miming and gestures.

## **2. Approaches to classification of communication strategies.**

Communication strategies should *not* be viewed simply with a disability model but as a way of making up for a language deficit or miscommunication (Council for Cultural Co-operation, 2001:57). In most cases the language user is producing their own text to express their own meanings. They are a means the language user exploits to mobilise and balance their resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on their precise purpose.

Most generally, there have been two approaches to defining communication strategies: the 'interactional' definition and the 'psycholinguistic' definition (Faerch and Kasper, 1984). The first definition we would like to present is of interactional nature.

### **2.1. The interactional (sociolinguistic) definition.**

First and foremost, communication strategies are particularly important in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between the SL learner and the speaker of the target language (Tarone, 1976:191).

Secondly, communication strategies as characterised by Tarone (1981:288) are the mutual attempt of the two interlocutors to agree on a meaning in situations where the

requisite meaning structures do not seem to be shared. Tarone (1981:288) includes both linguistic and sociolinguistic rule structures in her notion of meaning structure, and considers communication strategies distinct from this meaning structure.

Tarone (1977: 191) claims that communication strategies emerge from the failure to realise a language production goal. Therefore, they serve an important role in language production. Bearing in mind the presence of two interlocutors as the condition for communication strategy to come out, Tarone (1981) sets up the following criteria without which a strategy cannot appear.

- a speaker desires to communicate a meaning x to a listener,
- the speaker believes the linguistic or sociolinguistic structure desired to communicate meaning x is unavailable or is not shared with the listener,
- the speaker chooses to:
  - a. avoid communication – not attempt to communicate meaning x or
  - b. attempt to alternate means to communicate meaning x. The speaker stops trying alternatives when it seems clear that there is shared meaning

(Tarone 1981:291)

Faerch and Kasper (1984:51) observe that interactional view of communication strategies is too narrow in scope, since it only applies to the ‘negotiation of meaning as a joint effort between two interlocutors, while much communication language use, such as reading novels or writing textbooks, involves only one individual, with no feedback from the interlocutor.

## **2.2. Psycholinguistic definition**

In an attempt to provide a more general description of strategies of communication, Faerch and Kasper (1983) have described a ‘psycholinguistic model’ of speech production. Drawing on the work of cognitive psychologists they describe a model of speech production that includes a planning phase and an execution phase.

The planning phase consists of communicative goals and a planning process, the product of which is a plan. Communicative goals consist of an actional element, associated with speech acts; a modal element associated with the role relationship holding between the interactants; and a propositional element, associated with the content of the communicative event (Faerch and Kasper 1983:24).

Faerch and Kasper (ibid:27) further describe the planning process as an interaction of three components: the communicative goal, the communicative resources available to the individual, and the assessment of the communicative situation. According to Bachman (1990:98) the execution phase of their model consists of 'neurological and physiological processes' that implement the plan, resulting in language use.

The psycholinguistic approach, which focuses on goal setting component (one of the components of strategic competence (Bachman and Palmer, 1996), does not exclude interaction as determining the goal of communication. It involves strategising on the effect the utterance can make on the interlocutor. Strategising in Faerch and Kasper's (1983) psycholinguistic approach and in Bachman and Plamer's (1996) CLA model is referred to as assessment of the communicative situation. We elaborated on the assessment of the communicative resources and situation in Chapter IV focusing on its neurocognitive factors underlying strategic competence.

### **3. Typologies of communication strategies**

Our perception of communication strategies is inseparably connected with their functioning as the goal setting component of strategic competence at its either global or local level. For the sake of clarity the taxonomies we decided to view are presented in chronological order. We decided to view the typologies of communication strategies as for the purpose of the research we had to decide on the typology we will apply in our study on the components of strategic competence.

#### **3. 1. Tarone's typology**

The scheme of one of the earliest typologies that assembled communication strategies was built out of work on interlanguage production (Tarone et al. 1976) was that of Tarone (1977: 26) differentiation between the following conscious communication strategies: avoidance involving topic avoidance and message abandonment; paraphrase

involving approximation, word coinage and circumlocution; conscious transfer which involves literal translation and language switch; appeal for assistance and mime.

*Avoidance* is referred to by Tarone (1977) as making deliberate decision not to speak because language learner/user expect communication problem to arise which causes them to remain silent when they would otherwise contribute to a conversation simply because some aspect of vocabulary or grammar is not known. Avoidance is one of the ways to assure that communication continues. Tarone (1977:189) refines this strategy by distinguishing between topic avoidance and message abandonment. In case of topic avoidance specific topics or words are avoided to the best of the learner's ability, they prevent the occurrence of topics that are certain to present difficulties. Message abandonment is described by Tarone (1977:190) as stumbling into a topic that is too difficult and simply giving up and going to another.

Tarone (1977: 198) defines *paraphrase* as 'the rewording of the message in an alternate, acceptable target language construction, in situations where the appropriate form or construction is not known or not yet stable. Tarone (1977:198) further defines three types of paraphrase strategies. The first is approximation, which she (1977) defines as 'the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the learner'. Bialystok (1990) adds that approximation includes virtually all word substitutions that the learner knowingly employs to serve in place of the more accurate term. The second strategy is *word coinage*, the learner strategies by means of making up new word in order to communicate a desired concept. The final paraphrase strategy, *circumlocution*, 'is a wordy extended process in which the learner describes the characteristic element of the object or action instead of using the appropriate target language structure'. Bialystok (1990) points out that Tarone's (1977) terminological use of paraphrase as the major strategy as circumlocution as a subtype is not typical of their use in most other taxonomies where paraphrase and circumlocution are assigned more equivalent status.

According to Tarone (1977:199) *conscious transfer* has two manifestations. The first is literal translation of words and phrases, and the second in the interspersals of words

from another language. Language switch is the straightforward insertion of words from another language.

*Appeal for assistance* occurs when the learner has consulted any source of authority: a native speaker, the experimenter, a dictionary.

*Mime* includes all nonverbal accompaniments to communication, particularly those that serve in the place of the missing target language words.

Tarone (ibid) refers to the above mentioned strategies as to the conscious ones which complies with the assumption put forward by Bialystok (1990:4) who claims that although the choices speaker makes can be made entirely without the conscious consideration as different situations exact different levels of monitoring and control over ongoing processing still mental representations which are highly explicit are more amenable to conscious inspection than those who are less so. She concludes that there does not seem to exist a categorical boundary between processing which is conscious and which is not, which pinpoints to the fact that the assessment component (applied consciously or unconsciously) is still based on strategising.

### **3.2. Varadi's typology**

Varadi's (1980:63) contribution to communication strategies makes a clear-cut distinction not only between adjusting the meaning (message) and adjusting the form of expression (form) but also reduction and replacement strategies.

Bialystok (1990:25) explains Varadi's (1980) concept of speaker's communicative goal adjusted meaning (message) on the example of ordinary communication where the goal is to convey the optimal meaning. If the optimal meaning cannot be conveyed, then the speaker 'adjusts their meaning so as to bring it within the sphere of his encoding capabilities'. Whereas the utterance which may be called actual message is the one when conversation proceeds as the speaker has an available interlanguage form, even one obtained through formal adjustment.

Meanings are adjusted in two ways. The first adjustment called *meaning reduction* and is based on scarifying part of the original meaning when the speaker says less than they intended deleting, with little damage to the essential message, qualifiers, relative clauses,

etc. The second adjustment, called *meaning replacement*, substitutes the message or parts of the message for alternatives which are capable of being expressed. In this way the entire communicative goal of the speaker can be sacrificed and replaced by a new goal if the resources for achieving the original one could not be recruited.

### **3.3. Corder's typology**

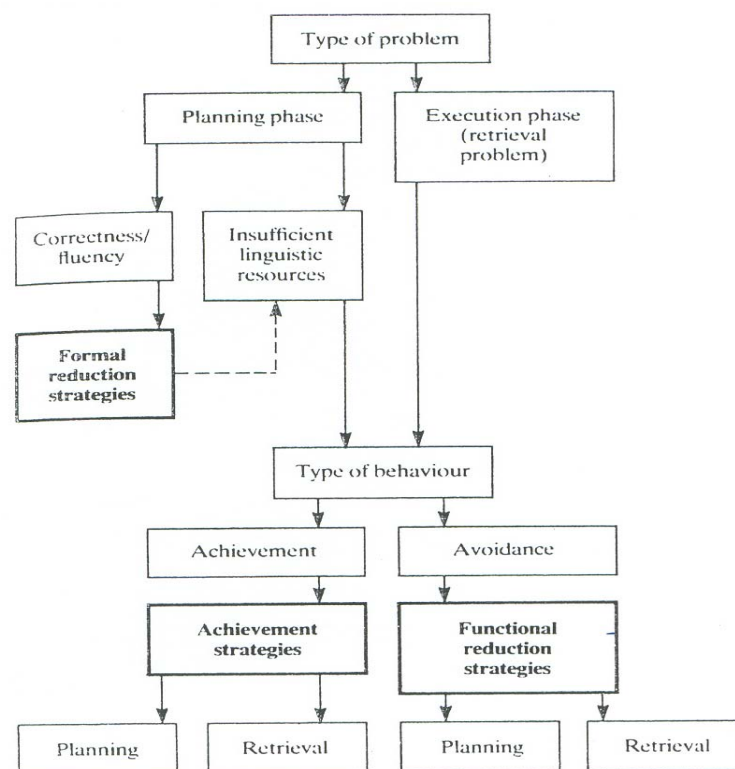
The most significant for Corder's (1983:53) identification of strategies is the distinction between productive and receptive ones. Corder (1983:55) divides productive strategies into *message adjustment* and *resource expansion* ones. The distinction is based on a metaphor for language production in which speakers hold an intended meaning, or goal, in mind, and select a route to that goal from some repertoire. When the mechanism fails to provide a route to that goal, the possibilities are either to change the goal to one for which the route is possible, or to change the route to that same goal using one that is less optimal (Bialystok, 1990:5). Respectively, *message adjustment* strategies tailor the message to come into congruence with the linguistic resources of the speaker and resource expansion strategies increase, extend, or manipulate the available linguistic system so that it becomes capable of realizing the intended message.

According to Corder's (1983) taxonomy, *message adjustment* strategies can cover: avoidance of entire topics, abandonment of specific meanings within topics, finite set of semantic relations, or given message can be reduced.

*Resource expansion* strategies involve risk-taking strategies, which indicate the extent to which the speaker is risking communication failure and they cover switching, borrowing/inventing, paraphrasing and paralinguistic strategies.

### **3.4. Faerch and Kasper's taxonomy of communication strategies**

Faerch and Kasper (1983:36) draw a distinction between two major types of communication strategies: reduction and achievement ones. They are governed respectively by avoidance and achievement behaviour, which is shown in **Figure 17**.



**Fig.17:** *Overview of major types of communication strategies (Faerch and Kasper, 1983:39)*

Faerch and Kasper (1983:39) characterize formal reduction strategies as those by means of which a ‘reduced’ system is communicated, in order to avoid producing non-fluent or incorrect utterances by realising insufficiently automatised or hypothetical rules/items. Faerch and Kasper (1983:52) recognize the following subtypes of formal reduction strategy: phonological, morphological, syntactic and lexical. Adopting formal reduction strategies is connected with the fact that learners want to avoid making errors and/or they want to increase their fluency.

The next of the characterized strategies are functional reduction ones, when the language learner/user reduces their communicative goal in order to avoid the problem. They are employed if language learners/users experience problems in the planning phase or in the execution phase, and if their behaviour in the actual situation is one of avoidance, rather than achievement. Such reduction can attain the character of ‘global reduction’, affecting the global goals, or it can be restricted to one or more local goals. The subtypes of functional reduction strategies listed by Faerch and Kasper (1983:52) may affect any of the

three elements of communicative goal: actional reduction, modal reduction and reduction of propositional content (topic avoidance, message abandonment, meaning replacement). Learners may experience problems in performing specific speech acts and/or in marking their utterances appropriately for politeness/social distance.

	<b>Functional reduction strategies</b>
<b>Topic avoidance</b>	refers to the strategy of avoiding formulation goals which include topics that are perceived as problematic from linguistic point of view and is used exclusively in connection with planning phase.
<b>Message Abandonment</b>	is used in connection with a retrieval problem in the execution phase, and is defined by Tarone, Cohen and Dumas (1983) as initiating a communication on a topic and then cutting short because the learner runs into difficulty with a target language form or rule. The learner stops in the mid-sentence, with no appeal to authority to help finish the utterance.
<b>Meaning Replacement</b>	replacement the learner when confronted by a planning or retrieval problem, operates within the intended propositional content and preserves the 'topic' but refers to by means of a more general expression

**Tab. 2:** *Functional strategies (Faerch and Kasper, 1983:54)*

The last group of strategies constitute achievement strategies by using which the learner attempts to solve communicative problem by expanding their communicative resources. The subtypes consist of retrieval strategies and compensatory strategies (code switching, interlingual transfer, inter-/intralingual transfer, IL based strategies [generalization, paraphrase, word coinage, restructuring], cooperative strategies, non-linguistic strategies) which are strategies are subclassified by Faerch and Kasper (1983:54) according to what sources the learner draws on in trying to solve his planning problem.

	<b>Compensatory strategies</b>
<b>Code switching</b>	A different code realized by code switching may involve varying stretches of discourse from single words up to complete turns. When code switching affects single words only, the strategy is sometimes referred to as borrowing
<b>Interlingual transfer</b>	It results in a combination of linguistic features from IL and L1 (or other languages different from the L2) it may not only involve the transfer of phonological, morphological, syntactic or lexical features of the IL, but may also occur at the pragmatic and discourse level (Kasper, 1981). If a lexical item is adjusted to IL phonology and/or morphology, the strategy of interlingual transfer is sometimes referred to as 'foreignising' (Ikjenroth, 1975), whereas adjustment at the lexical level is described as 'literal translation' (Tarone, 1977). The result of the strategy of inter-/intralingual transfer is a generalization of an IL rule



IL based strategies	Generalisation	solves problems in the planning phase by filling the ‘gaps’ in their plans with IL items which they would not normally use in such contexts. Generalization differs from the functional reduction strategy of meaning replacement in that the learner, when generalizing, does not change their communicative goal. The learner assumes that the generalized item can convey the appropriate meaning in the given situation/context. Whether ‘lexical substitution’(Tarone, Frauenfelder, and Selinker 1976), approximation (Tarone, Frauenfelder, and Selinker 1976; Tarone 1977) or the use of superordinate terms (Ickenroth, 1975; Blum-Kulka and Levenston in Faerch and Kasper, 1983) are instances of generalization strategies or of functional reduction strategies is difficult to tell from the rather vague definitions these terms have normally been quoted in the literature.
	paraphrase	the learner solves a problem in the planning phase by filling the ‘gap’ in their plan with a construction which is well-formed according to their IL system. Paraphrases can have form of descriptions or circumlocutions (Tarone, 1977; Varadi in Faerch and Kasper, 1983) the learner focusing on characteristic properties or functions of the intended referent, as well as exemplification, the learner using a hyponymic expression instead of the (missing) superordinate term.
	word coinage	involves the learner in a creative construction of a new IL word.
	restructuring	is used whenever the learner realizes that they cannot complete a local plan which they have already begun realizing and develop an alternative local plan which enables them to communicate their intended message without reduction.

**Tab.3:** *Compensatory strategies (Faerch and Kasper, 1983:54)*

If the language learner/user does not succeed in communicating their intended meaning by using a non-cooperative strategy, this may function as a ‘problem indication’, leading to a cooperative solution. If the learner decides to signal to their interlocutor that they are experiencing a communicative problem and that they need assistance, they make use of cooperative strategy of ‘appealing’. Appeals, which can be characterized as ‘self-initiated other repairs’ (Schegloff, Jefferson and Sacks, 1977:363) can be direct, or indirect. In the latter case (‘admission of ignorance’ [Palmberg, 1979: 42]), the learner often supplements the (indirect) appeal by another communication strategy and an unsuccessful non-cooperative strategy may function as a ‘problem indication’. In face-to-face communication, learners frequently resort to non-linguistic strategies such as mime, gesture and sound imitation. An important function of non-linguistic strategies is to signal an appeal to the interlocutor.

### 3.5. Blum-Kulka and Levenston's universals of lexical simplification.

Lexical simplification is the process and/or result of making do with less words for us the important issue is how it refers to the concept of strategic competence. For the purpose of investigating general processes of lexical simplification Blum-Kulka and Levenston (1983:137) clarified their own meaning of terms used in reference to interlanguage phenomena: avoidance, process and strategy.

The avoidance presupposes choice. For language learner has a passive knowledge of lexical alternatives, but fails to exploit the distinctions in their own speech and writing. They list several possible motivations for avoidance: phonological, graphological, morphological and syntactic. Processes are inferable from strategies, just as strategies are inferable from spoken and written interlanguage performance.

In the specific case of second language acquisition, it is necessary to distinguish between those aspects of semantic structure – hyperonymy, antonymy, converseness, synonymy, etc. which make lexical simplification possible, and those complexities of language use – register-variety, metaphorical extension, collocational restriction – which make it necessary.

Group A: Potentially process initiating	Group B: Situation bound
1 Overgeneralisation realized by: a) the use of superordinate terms b) approximation c) the use of synonymy d) word coinage e) the use of converse terms	1 Circumlocution and paraphrase 2 Language switch 3 Appeal to authority 4 Change of topic 5 Semantic avoidance
2 Transfer	

**Fig. 18:** *Communication strategies of lexical simplification (Blum-Kulka and Levenston, 1983:137)*

Communication strategies of lexical simplification seem to be the basis for Skehan's (1998) concept of lexical mode – applied when there is great communicative pressure and effective communication is paramount.

### 3.6. Littlewood's typology

According to Littlewood (1984:83), foreign language learners/users, when engaged in communication, often have communicative intentions which they find difficulty in expressing, because of gaps in their linguistic repertoire. If a learner is able to anticipate such a problem, they may be able to forestall it by avoiding communication or modifying what they intended to say.

If the problem arises while the learner is already engaged in speaking, they must try to find an alternative way of getting the meaning across. In either case, this way of coping with the situation is what we call his 'communication strategy'.

The main distinguishing characteristic of a communication strategy is that it occurs when a foreign language learner/user becomes aware of a problem with which their current knowledge has difficulty in coping. The speech production process is therefore itself raised to a higher level of consciousness. Similar occasions arise with our native language, when we experience a problem in expressing ourselves and must either change our meaning or grope outside the repertoire of language which comes spontaneously. However, it is unlikely that we can draw a boarder line - in either practical or psychological terms - between speech which is the spontaneous output of a learner's underlying system and speech which is the result of a communication strategy. All language use is a response to some kind of communication problem and a person's awareness of this problem is a matter of varying degree.

In this section, we will look at some of the communication strategies which learners have been observed to use by different researchers and collected by Littlewood (1984).

Communication strategy	Definition	Example
<i>Avoid communicating</i>	learners/language users are already aware of gaps or weaknesses in their repertoire, an obvious strategy is to try to avoid occasions which will present difficulty.	speakers are competing for turns may avoid participating actively in discussions of this nature and avoid discussing topics for which they know that they lack the necessary vocabulary.
<i>Adjust the message</i>	when learners/language users encounter a problem while an exchange is actually taking place, it is usually too late to use avoidance, except by simply abandoning their message half-way through;	they may omit some items of information, make the ideas simpler or less precise, or say something slightly different.

<i>Use paraphrase</i>	a learner/language user may use paraphrase (circumlocution or description) - in order to express the meaning which they want to communicate.	a learner/language user who did not recall the word for a 'car seat-belt' avoided the need for it by saying <i>I'd better tie myself in</i> .
<i>Use approximation</i>	a learner/language user may decide to use words which express the meaning as closely as possible.	using words which are less specific than the intended meaning (e.g. some fruit instead of 'pineapple').
<i>Create new words</i>	a learner/language user may create a new word or phrase, which they hope will express the desired meaning. The new word may be created by literally translating the elements in a native-language word.	a German learner of English who did not know the word for a 'bedside table' coined the word night-table, which is a literal translation of the German Nachttisch;
<i>Switch to the native language</i>	rather than attempt to create a new word with second language material, a language user may decide to simply lift a word from his own native language.	an English-speaking learner of French produced <i>Je suis dans la wrong maison</i> and <i>un bureau pour cosmetics et perfume</i> .
<i>Use non-linguistic resources</i>	even in our native language, we often use non-linguistic resources (e.g. mime, gesture or imitation) to make our meanings clearer; language users can profit still more from these non-linguistic means for complementing their linguistic resources;	learners are often surprised to discover how much they can achieve by the ingenious and determined linking of words with non-linguistic resources. In case of advanced language users it serves as a tool of enhancement of what they would like to say.
<i>Seek help</i>	a learner/language user may seek help from outside	using a bilingual dictionary; the speaker may invoke the co-operation of the listener by signalling that they are in difficulty, either directly or by indirect means such as hesitation;

**Tab. 4:** Littlewood's typology of communication strategies (1984:83)

There seems little doubt that the use of appropriate communication strategies can be regarded as a domain of skill in its own right. A foreign language learner/user who is skilled in this domain may communicate more effectively than learners who are considerably more advanced in purely linguistic terms. When we know more about these strategies and their effect, there may be strong arguments for actually training learners in their use.

### 3.7. Paribakht's typology.

Paribakht (1985) proposes that there are four possible approaches to the communication problem. The approaches are distinguished by their reliance on different types of knowledge that became incorporated into the strategy. The linguistic approach

exploits semantic features of the referent object, the contextual approach exploits contextual knowledge surrounding the referent object, the conceptual approach exploits the speaker's general knowledge of the world, and mime exploits knowledge of meaningful gestures. The summary of the approaches is presented in the following Table.

I Linguistic approach			
A Semantic contiguity 1 Superordinate 2 Comparison a Positive comparison i Analogy ii Synonymy b Negative comparison i Contrast and opposition ii Antonymy		B Circumlocution 1 Physical description a Size b Shape c Colour d Material 2 Constituent features a Features b Elaborated features 3 Locational property 4 Historical proprety 5 Other features 6 Functional description	
C Metalinguistic clues			
II Contextual approach			
A Linguistic context	B Use of TL idioms and proverbs	C Transliteration of L1 idioms and proverbs	D Idiomatic transfer
III Conceptual Approach			
A Demonstration	B Exemplification	C Metonymy	
IV Mime			
A Replacing verbal input		B Accompanying verbal input	

**Tab. 5:** Summary of Paribakht's taxonomy Bialystok, 1990: 46 from T. Paribakht, *Strategic competence and language proficiency. Applied Linguistic*, 6, 132-146, 1985)

In Bialystok's (1990: 48) view, the proliferation of general categories is an attempt to be more precise about identifying the source of information recruited to solve the communication problem. She (1990:48) also presumes that each of these is involved in communication and the function of communication strategy is to deliberately call upon one of them to compensate for linguistic gaps. Most of the strategies known from the other systems are considered here as part of linguistic approach. The contextual and conceptual approaches are attempts to account for related information that the speaker provides about the intended concept. Bialystok (1990:49) emphasizes that the elaboration of alternatives in this taxonomy captures differences in background knowledge and use of information to

convey target concepts but she (1990:49) also questions the extent to which this larger repertoire reflects an increase in the number of strategic choices available to the speaker.

### **3.8. Nijmegen University Project**

Poulisse (1987:150) recognizes two types of archystrategies: conceptual and linguistic. The former is divided into analytical and holistic and the latter into morphological and creative. The research carried out by Poulisse (1987) was continued by Kellerman (1990) who divided the analytical strategies into: partitive, in which the element of language is treated as consisting of smaller parts and linear, in which the element of language consists of single dimension parts.

Michońska-Stadnik (1996:30) emphasizes the fact that Poulisse (1987) in her research on communication strategies takes into consideration factors determining how often the strategies are used, what kinds of students apply them and in what circumstance. Apart from factors listed above Poulisse (1987:147) focused mostly on compensatory strategies as she claims that language production at certain level breaks down due to the lack of certain forms in the inner lexicon of the speaker. The deficiencies are compensated by sliding back to the basic concept or by trying out alternative language expressions (1987).

Michońska-Stadnik (1996:30) criticizes Poulisse's (1987) typology for treating the strategies in too a superficial and general way, giving new names to the same phenomenon as analytic strategy is the same as circumlocution; holistic strategy is generalisation and creativity for word formation. We must admit that in the days of the information being in the state of flux, homogenous terminology seems to be a condition *sine qua non* for any progress to be made. In the growing popularity of interdisciplinary research multiplication of terms referring to the same phenomena hinders communication between scholars not to mention students.

### 3.9. Ellis' typology.

Ellis (1994: 184-85) offers yet one more typology of communication strategies starting from, *reduction strategies*, which are attempts to do away with a problem. They involve the learner giving up part-of their original communicative goal.

A. Formal reduction	B. Functional reduction strategies
These involve the avoidance strategies of L2 rules of which the learner is not certain (i.e. tentative hypotheses) or which he cannot readily gain access to i.e. He mad him to go... → He asked him to go...	These involve the learner avoiding certain speech acts or discourse functions, avoiding or abandoning or replacing certain topics, and avoiding modality markers. i.e. He plays . . . → He does sport

**Tab. 6:** Ellis' (1994: 184-85) typology of communication strategies

*Achievement strategies.* These are activated when the learner decides to keep to the original communicative goal but compensates for insufficient means or makes the effort to retrieve the required items.

A. Compensatory strategies	B. Retrieval strategies.
<p>a. Non- cooperative strategies.</p> <p>These are compensatory strategies which do not call for the assistance of the interlocutor</p> <p>i. L1/L3-based strategies</p> <p>The learner makes use of a language other than the L2</p> <ul style="list-style-type: none"> <li>- code switching; the learner uses a form in the non-L2 language i.e. I don't have any Geschwister</li> <li>- foreignizing; the learner uses a non-L2 form but adapts it to make it appear like a L2 form i.e. Danish 'paprikurv' → 'papercurve'</li> <li>- literal translation; the learner translates an L1/L3 form i.e. Danish 'grontsager' (= vegetables) → green things</li> </ul> <p>ii. L2 based strategies</p> <p>The learner makes use of alternative L2 forms</p> <ul style="list-style-type: none"> <li>- substitution; the learner replaces one L2 form with another i.e. 'rabbit' → 'animal'</li> <li>- paraphrase; the learner replaces an L2 item by describing or exemplifying it i.e. He cleaned the house wit h a . . . → it sucks in air</li> <li>- word coinage; the learner replaces an L2 item n item made up from L2 forms i.e. 'gallery' → 'picture place'</li> <li>- restructuring; the learner develops an alternative constituent plan i.e. 'I have two...' → 'I have a brother and sister'</li> </ul> <p>iii. Non-linguistic strategies</p> <p>The learner compensates using non-linguistic means such as mime or gesture.</p>	<p>These are used when the learner has a problem locating the required item but decides to persevere rather than use a compensatory strategy</p> <ul style="list-style-type: none"> <li>- Waiting; the learner waits for the item to come to him</li> <li>- Using semantic field; the learner identifies the semantic field to which the item belongs and runs through items belonging to this field until he locates the item</li> <li>- Using other languages; the learner thinks of the form of the item in another language and then translates it into the L2.</li> </ul>

<p>b. Co-operative strategies</p> <p>These involve a joint problem solving effort by the learner and his interlocutor</p> <ul style="list-style-type: none"> <li>- Direct appeal; the learner overtly requests assistance i.e. 'What's this?'</li> <li>- Indirect appeal; the learner does not request assistance, but indicates the need for help by means of a pause, eye gaze etc.</li> </ul>	
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**Tab. 7:** Ellis' (1994: 184-85) typology of communication strategies.

The typology Ellis (1994) presented stems from the typologies of different researches. It shows greatest similarity with Faerch and Kasper's (1983) typology presented in subchapter 3.4. The most distinguishing feature of Ellis' (1994) typology is that it provides a thorough description of retrieval strategies which in our study on components of strategic competence will be represented by paralinguistic strategy, namely: the gesture of retrieval.

### 3.10. Dörnyei's typology of communication strategies

Another typology of communication strategies adapted from Dörnyei (1995:58) is provided by Brown (2000:128). The same as previously listed researchers Dörnyei (1995:58) divides communication strategies into:

*Avoidance Strategies*, which are further, subdivided into:

- A. Message abandonment: Leaving a message unfinished because of language difficulties.
- B. Topic avoidance: Avoiding topic areas or concepts that pose language difficulties and

*Compensatory Strategies*, which subdivide into:

- A. Circumlocution: Describing or exemplifying the target object of action (e.g., the *thing you open bottles with* for *corkscrew*).
- B. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely, as possible (e. g., *ship* for *sailboat*).
- C. Use of all-purpose words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of *thing*, *stuff*, *what-do-you call -it*, *thingy*).
- D. Word coinage: Creating a nonexistent L2 word based on a supposed rule (e.g., *vegetarianist* for *vegetarian*).
- E. Prefabricated patterns: Using memorized stock phrases, usually for "survival" purposes (e.g., *Where is the \_\_\_\_\_* or *Comment allez-vous?*, where the morphological components are not known to the learner).
- F. Nonlinguistic signals: Mime, gesture, facial expression, or sound imitation.
- G. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L



1 to L2.

H. Foreignizing: Using a L1 *word* by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix).

I. Code-switching: Using a L 1 *word* with L 1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.

J. Appeal for help: Asking for aid from the interlocutor either directly (e.g., *What do you call...?*) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

K. Stalling or time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., *well, now let's see, uh, as a matter of fact*).

Dörnyei (1995:58)

The most characteristic feature of the typology presented by Dörnyei (1995:58) is that it assigns important role to stalling and time-gaining strategies which were not even mentioned in previous typologies.

### **Recapitulation.**

Summarising approaches to communication strategies and taxonomies we have to remember that it was Canale and Swain (1980) who first elaborated on communication strategies in reference to strategic competence. By Bachman and Palmer (1996) strategic competence is considered to be a set of metacognitive strategies while communication strategies can be perceived as a set of *strategies* (Frontius, 84) which rest on the skill and cleverness of the language user. The important point made by Frontius (84) about *strategies* is that they are to be used both when the enemy is to be evaded or crushed. In view of their importance in enabling communication to take place and the links between communication and learning, the study of communication strategies in reference to strategic competence ought to provide important theoretical and practical insights in the future.

It was important for us to view in detail taxonomies presented by language researchers as we have to decide on the type of taxonomy we introduce in our research. The taxonomy we decided to apply in our study on components of strategic competence is presented in Chapter VII.

The next chapter will be devoted to determination of the term advanced foreign language user as well as final specification of the components of strategic competence we would like to investigate in our study.

## **Chapter VI**

### **Strategic competence and an advanced foreign language user**

#### **Introduction**

After having presented the proficiency models which contributed to the development of the concept of communicative competence/Communicative Language Ability and strategic competence (with its components presented by Bachman and Palmer [1996]) in particular we have decided to precisely determine who the advanced user is and how we perceive them in our study on components of strategic competence.

We decided to investigate the functioning of components of strategic competence by the advanced foreign language user as we were inspired by the research of Brown and colleagues (1983) who studied behaviour of children at various ages when performing a number of tasks. They (1983:95) claim that it is the organization of strategies which give advantage to older and more proficient learners by arguing that ‘it is the coherence, sturdiness, and resistance to counter suggestion that sets the older child apart from the very young learner’. We assumed that it is the advanced user of language who will provide most extensive data on components of strategic competence and on the basis of the data provided we will be able to observe how the components influence their performance.

In the first chapter of our dissertation we presented proficiency models as it was important for us to historically view the theoretical models which facilitated determining whether the person is an advanced foreign language user or not and the model we have decided to investigate is Bachman and Palmer’s (1996) model of strategic competence, which is our point of departure in the study of the orchestration of components of strategic competence in advanced users of foreign language.

## **1. Learners and users of language.**

On deciding on the title of our dissertation we had to decide whether we use the term learner or user and we decided to follow Wysocka (1996:166) who claims that FL learners are FL users who 'never stop being FL learners'. On basis of these arguments, the terms advanced learner and advanced language user are synonymous in terms of their competences and are used interchangeably in the present study.

In our attempt to precisely determine the term user we decided to follow the definition provided by the authors of Common European Framework of Reference for Languages (2001) for whom the term language user includes language learner. They define language user as:

a person who as an individual and as a social agent develops a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by participants leads to the reinforcement or modification of these competences.

(Council of Europe, 2001: 28)

We assume this definition as working one for our research on components of strategic competence suggested by Bachman and Palmer (1996) as they conceive of strategic competence:

as a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities. Using language involves the language user's topical knowledge and affective schemata [...] What makes language use possible is the integration of all of these components as language users create and interpret discourse in situationally appropriate ways.

(Bachman & Palmer, 1996:70)

However, these two definitions concern two different notions they comply in the respect of their authors' pragmatic perception of communication. The authors of Common European Framework of Reference for Languages refer to language user as the one who activates strategies which seem most appropriate for carrying out the tasks to be

accomplished and Bachman and Palmer (1998) perceive a language user as integrating components of strategic competence creating discourse in situationally appropriate way.

When selecting an advanced foreign language user as a subject in our study on the components of strategic competence we did not assume that the less proficient users do not develop range of competences or that they do not activate strategies which seem most appropriate for carrying out the tasks to be accomplished.

Our sole assumption was that the level of proficiency they have already achieved allows for comparisons with military commanders (*cf* Introduction), who possessing certain advantages at hand, can strategise over their opponents. We would like to investigate the way components of strategic competence are orchestrated by an advanced foreign language user.

We decided to characterise the advanced users of language by means of levels of proficiency provided by the authors of Common European Framework of Reference for Languages. The scaling for the level of subjects in question is C1 (Effective Operational Proficiency) or C2 (Mastery) We have decided to take these two levels into consideration as our subjects will be the fifth year students who have not graduated yet so it is difficult for us to determine their level of proficiency precisely. The Common European Framework of Reference for Languages (2001) provides the following description of Effective Operational Proficiency:

The proficient user can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

(Council of Europe, 2001: 58)

It is further described in reference to sustained monologue which is going to be the task in focus of our study. A foreign language user who attained Effective Operational Proficiency: can give clear, detailed description of complex subjects; can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Council of Europe, 2001: 58).

The global scale for Mastery Level of language user provides the following description:

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

(Council of Europe, 2001: 58)

The description of Mastery level could be extended to include the more developed intercultural competence which is achieved by language professionals. A foreign language user who attained Mastery level: can give clear, smoothly flowing, elaborate and often memorable descriptions.

## **2. Strategic competence of an advanced language user.**

Bachman and Palmer's (1996) perception of strategic competence complies with the perception of authors of Common European Framework of Reference for Languages (2001) in which strategic competence functions as set of metacognitive principles and the use of communication strategies is seen as the application of the following principles: Pre-planning, Execution, Monitoring, and Repair Action. Although, in the metacognitive principles presented by Council for Cultural Co-operation the goal setting component is missing we will consider matching the available potential to the nature of the task to be goal setting component. Bachman and Palmer conceive of strategic competence:

as a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities. Using language involves the language user's topical knowledge and affective schemata [...]. What makes language use possible is the integration of all of these components as language users create and interpret discourse in situationally appropriate ways.

(Bachman & Palmer, 1996:70)

They identify three general areas in which metacognitive components operate: goal-setting, assessment, and planning. The component which is not enumerated by Bachman

and Palmer (1996) in the above definition and which we would also like to investigate is the execution component.

## 2.1. Goal setting of an advanced foreign language user.

In the Common European Framework of Reference for Languages (2001:63) communication strategies are perceived as those involving mobilizing resources, balancing between different competences – exploiting strengths and underplaying weaknesses – in order to match available potential to the nature of the task which we will consider inseparably connected with the goal setting component.

According to Bachman and Palmer's (1996:71) formulation, goal setting involves the language user in identifying and selecting one or more tasks they might attempt to complete, and deciding whether or not to attempt to complete the task(s). Bachman and Palmer (1996:72) enumerate the following areas of goal setting (deciding what one is going to do), which involve: identifying the language use task or test tasks, choosing, where given a choice, one or more tasks from a set of possible tasks (sometimes by default, if only one task is understandable), and deciding whether or not to attempt to complete the task(s) selected.

## 2.2. Assessing of communicative resources by an advanced foreign language user.

Monitoring, according to the authors of Common European Framework of Reference for Languages (2001:65), which is comparable to the assessment component of strategic competence deals with updating of mental activities and competences in the course of communication and the feedback the speaker receives at each of the following stages: formulation, articulation and acoustic which are presented in **Tab. 8**.

	<b>MONITORING AND REPAIR</b>
<b>C2</b>	<i>Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</i>

<b>C1</b>	<i>Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech</i>
<b>B2</b>	<i>Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of 'favourite mistakes' and consciously monitor for it/them.</i>
<b>B1</b>	<i>Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicated there is a problem. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.</i>

**Tab. 8:** *Descriptive scales for monitoring and repair (2001:65)*

Strategic component is also concerned with the monitoring of the communicative process as it proceeds, and with ways of managing the process accordingly, e.g.:

- dealing with the unexpected, such as changes of domain, theme schema, etc.;
- dealing with communication breakdown in interaction or production as a result of such factors as memory lapses;
- inadequate communicative competence for the task in hand by using compensating strategies like restructuring, circumlocution, substitution, asking for help;
- misunderstandings and misinterpretations (by asking for clarification);
- slips of the tongue, mishearings (by using repair strategies).

The assessment component of strategic competence is referred to by Bachman (1996:85) as taking stock of what is needed, what one has to work with, and how well one has done. It provides a means by which the individual relates their topical knowledge and language knowledge to the language use setting and tasks or to the testing situation and tasks. Assessment also takes into consideration the individual's affective responses in the application of assessment and enables language users to: identify the information – including the language variety, or dialect – that is needed for realizing a particular communicative goal in a given context; determine what language competences (native language, second or foreign language) are at our disposal for most effectively bringing that information to bear in achieving the communicative goal; ascertain the abilities and knowledge that are shared by our interlocutor; following the communication attempt, evaluate the extent to which the communicative goal has been achieved.

Bachman and Palmer (1996:76) claim that the assessment component operates in three ways. The first of them is referred to as *assessment of the characteristics of the language use or test task*, which would indicate that an advanced foreign language user can precisely identify the characteristics of the language use task or test task, in order to determine: the desirability and feasibility of successfully completing the task and, what elements of topical knowledge and language knowledge this is likely to require.

The next one is *assessment of the individual's own topical and language knowledge*, which assumes that an advanced foreign language user will precisely determine the extent to which relevant topical knowledge and areas of language knowledge are available, and if available, which of them might be utilized for successfully completing the task. This aspect of assessment also considers an advanced foreign language user's available affective schemata for coping with the demands of the task.

The final one is referred to as *assessment of the correctness or appropriateness of the response to the test task*, and involves an advanced foreign language user in evaluation of their response to the task with respect to the perceived criteria for correctness or appropriateness. The relevant criteria pertain to the grammatical, textual, functional, and sociolinguistic characteristics of the response, as well as its topical content. In the event the response appears to be incorrect or inappropriate. This aspect of assessment enables an advanced foreign language user to diagnose the possible causes of the problem, which might lead to the change of the communicative goal, the plan for implementing that goal, or both, depending on the situation. Affective schemata are involved in determining the extent to which failure was due to inadequate effort, to the difficulty of the task, or to random sources of interference.

### **2.3. Planning of an advanced foreign language user.**

According to the authors of Common European Framework of Reference for Languages (2001) in planning, internal resources will be activated by rehearsing - possibly involving conscious preparation; considering audiences – possibly calculating the effect of different styles, discourse structures or formulations; locating resources – possibly looking



thing up or obtaining assistance when dealing with a deficit; task adjustment – when adequate resources have not been mobilized or located an advanced foreign language user may find it advisable to go for a more modest version of the task or having located appropriate support, an advanced foreign language user may chose to do the reverse – scaling up the task; message adjustment – without sufficient resources the user may have to compromise what he or she would really like to express in order to match the linguistic means available; conversely, additional linguistic support may enable him or her to be more ambitious in forming and expressing his or her thoughts.

It is vital to present the whole illustrative scales for planning (Tab.8) and for compensating (Tab. 9) as their components constitute skills which have to be mastered by proficiency and master levels.

	<b>PLANNING</b>
<b>C2</b>	<i>As B2</i>
<b>C1</b>	<i>As B2</i>
<b>B2</b>	<i>Can plan what is going to be said and the means to say it, considering the effect on the recipient/s</i>
<b>B1</b>	<i>Can rehearse and try out new combinations and expressions, inviting feedback</i>
	<i>Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</i>
<b>A2</b>	<i>Can recall and rehearse an appropriate set of phrases from his/her repertoire</i>

**Tab. 9:** *Descriptive scales for planning (Council of Europe, 2001:64)*

The way planning is presented by the authors of Common European Framework of Reference for Languages (2001) complies with how Bachman and Palmer (1996:101) describe the planning component. They (ibid) conceive it as retrieving relevant items (grammatical, textual, illocutionary, sociolinguistic) from language competence and formulating a plan whose realisation is expected to achieve the communicative goal.

In case of a monolingual speech context, relevant items will be drawn from the native language (L1) competence, while in a bilingual, second, or foreign language use

context, the items may be retrieved from the native language, from the language user's interlanguage rule system (L1), or from the second or foreign language (L2).

In Bachman and Palmer's (1996: 72) view planning involves deciding how to utilize language knowledge, topical knowledge, and affective schemata to complete the test task successfully. Assuming that the assessment strategies have determined which of these components are available for use, planning (deciding how to use what one has) involves three aspects:

- the retrieval of the relevant items from linguistic and topical knowledge, (for example, concepts, words, structures, functions) that will be used in a plan,
- formulation of one or more plans for responding to the task, and
- the selection of one plan for initial implementation in a response

(Bachman & Palmer 1996:71-73)

The Faerch and Kasper's (1983) model of speech production is also relevant in reference to planning as in this model an advanced foreign language user has to assess the situational conditions which will help them to decide upon what goals can be achieved in a particular situation, upon the most appropriate plan.

According to Faerch and Kasper (1983:25) the planning phase is the learner's preparation for communication and results in formulation of a plan to achieve communicative goal. In this phase language user "selects rules and items which he considers most appropriate for establishing a plan, the execution of which will lead to verbal behaviour which is expressed to satisfy the original goal". That some original goal must have been established can be told from the speaker's facial expressions as the coping mechanisms are of embodied nature. According to Ekman (1972) if a speaker has available resources to cope with the situation, their face would express elements indicating anger (Ekman, 1972), such as: frowning of the eyebrows (involving mainly the *corrugator supercilii* muscle group) and tightening of the lips. When the situation is appraised as generally controllable, but does not have resources to deal with or modify the situation the face expresses elements resembling those of expressing fear (Ekman, 1972) such as: raising of eye lid, jaw drop and mouth stretching.

## 2.4. Execution of an advanced language user.

The next component - the execution phase refers to the actual communication and the result is the execution of the plan, i.e. observable speech. However, this phase is controlled by the plan and consists of less observable neurological and physiological processes resulting in the articulation of speech organs, miming and gestures.

According to by the authors of Common European Framework of Reference for Languages (2001) strategies are used to describe a means the language user exploits to mobilize and balance their resources and to activate skills and procedures in order to fulfil the demands of communication in context and successfully complete the task in the most comprehensible or most economical way feasible depending on their precise purpose (2001:57) as well as the adoption of a particular line of action in order to maximize effectiveness.

The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action.

Ways of scaling down ambitions to fit resources in order to ensure success in a more limited area have been described by authors of Common European Framework of Reference for Languages (2001) as avoidance strategies.

Scaling up and finding ways to cope have been described as achievement strategies. In using achievement strategies the language user adopts a positive approach with what resources he or she has.

*Compensating* is described as approximating and overgeneralising with simpler language, paraphrasing or describing aspects of what he or she wants to say, even 'foreignising' L1 (first language) expressions.

	<b>COMPENSATING</b>
<b>C2</b>	<i>Can substitute an equivalent term for a word he/she can't recall so smoothly that is scarcely noticeable.</i>
<b>C1</b>	<i>As B2+</i>
<b>B2</b>	<i>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</i>
<b>B1</b>	<i>Can define the features of something concrete for which he/she can't remember the word. Can convey</i>

	<i>meaning by qualifying a word meaning something similar.</i>
	<i>Can use a simple word meaning something similar to the concept he/she wants to convey and</i>
	<i>Can foreginise invites ‘correction’. a mother tongue and ask for confirmation.</i>
<b>A2</b>	<i>Can use an adequate word from his/her repertoire and use gesture to clarify what he/she wants to say.</i>
	<i>Can identify what he/she means by pointing to it</i>

**Tab. 10:** *Descriptive scales for compensating (Council of Europe, 2001:64)*

*Building on previous knowledge* is referred to as using highly accessible pre-fabricated language he or she feels sure of – ‘islands of reliability’ create stepping stones through what for the user is a novel situation or concept he or she wants to express.

*Trying out* as having a go with what he or she can half remember and thinks might work.

Whether or not the language user is aware of compensating, skating over the thin ice or using language tentatively, feedback in terms of facial expression, gesture and subsequent moves in the conversation is referred to by authors of Common European Framework of Reference for Languages (2001) as monitoring success.

The productive activity under research is sustained monologue which is one of the activities which most clearly evidence the learner’s ability to operate communication strategies.

#### **4. Factors determining the choice of strategies.**

Potential factors determining the choice of strategies are suggested by Bialystok include: the proficiency of the learner, features of communicative situation, and the nature of the task.

The first factor Bialystok (1990:57) expects to predict the choice of specific communication strategy is the proficiency level of the speaker. As strategies make different linguistic demands some may be too sophisticated for less advanced language learners. Bialystok (1990:60) reviews the studies attempting to look at the relation between L2 proficiency and strategy choice, but the results are either mixed or inconclusive. In her

study, Bialystok (1983) tested the hypothesis that there is the relation between proficiency and strategy selection by examining 17-year-old students in French as a second language class. The results showed that the advanced students used proportionally more L2-based strategies than the regular students who relied more on L1-based strategies but the explanation for the differences may be the tendency to compliance because successful students are those who follow the rules at school and the rule is not to speak their mother tongue during the classes. Nevertheless, the difference evidenced in the selection of an L1- or L2-based strategy is entirely reasonable since the L2-based strategies place considerably greater demands upon the linguistic resources of the speaker.

The other study Bialystok takes into consideration is the detailed taxonomy developed by Paribakht (1985) which allowed her to examine precise relationship between speaker proficiency and strategy choice. In her study (*ibid*), native speakers of Persian, who were advanced or intermediate learners of English, and native speakers of English completed a set of communication tasks. There were some differences between the groups but no consistent pattern appeared.

The most salient factor for us is the proficiency of the learner and the nature of the task which in our case will be sustained monologue. In our study we will attempt to determine what communication strategies are applied by advanced users of language and how they are influenced by the components of determining the goal of communication, assessment and planning.

## **Recapitulation**

In this chapter we attempted to precisely describe the advanced user of foreign language as well as specify our perception of the concept of strategic competence delivered by Bachman and Palmer (1996) in reference to Common European Framework of Reference for Languages (2001).

Although Bachman and Palmer's (1996) model was criticised by Skehan (1998) for the fact that it lacks a rationale grounded in psycholinguistic mechanisms and processes (and research findings) which made it impossible for such a model to move beyond 'check

list' status and make functional statements about the nature of performance and the way it is grounded in competence. We decided that in our study on components of strategic competence we will research the functioning of components of strategic competence. Following the model suggested by Bachman and Palmer (1996) differentiating the components into goal setting, assessing communicative resources, planning and executing.

According to Bachman and Palmer's (1996) formulation goal setting will involve the advanced foreign language user in identification and selection of one or more tasks they might attempt to complete, and deciding whether or not to complete the task.

The assessment component of strategic competence is referred to by Bachman (1998:5) as taking stock of what is needed, what one has to work with, and how well one has done. It provides a means by which the individual relates their topical knowledge and language knowledge to the language use setting and tasks or to the testing situation and tasks. Assessment also takes into consideration the user's affective responses in the application of assessment. McCafferty (1998) shows that there is "a strong connection between cognition and affective/volitional concerns (...) and that learners' strategic efforts are demonstrated to be of embodied nature" which will be realised by means of paralinguistic strategies.

After Bachman and Palmer (1996:101) we will conceive the planning component as retrieving relevant items (grammatical, textual, illocutionary, sociolinguistic) from language competence and formulating a plan whose realisation is expected to achieve the communicative goal.

The execution of an advanced language user in our study on components of strategic competence will refer to the actual communication and the result is the execution of the plan, i.e. observable speech. It is the phase which is controlled by the plan and consists of less observable neurological and physiological processes resulting in the articulation of speech organs, communication strategies both linguistic and paralinguistic ones.

The term advanced foreign language user will be understood in our study following the authors of Common European Framework of Reference for Languages (2001) as a person who can understand a wide range of demanding, longer texts, and recognize implicit meaning, can express themselves fluently and spontaneously without much obvious searching for expressions, they can use language flexibly and effectively for social,

academic and professional purposes, as well as produce clear, well structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. We will check the comprehension of implicit meaning by means of asking subjects to respond to Oscar Wilde's quotations.

## Chapter VII

### A study on components of strategic competence

#### Introduction.

The previous six chapters presented selected literature and background research on strategic competence first from linguistic point of view and afterwards from the neurocognitive perspective we have also attempted to precisely determine how we perceive and understand who the advanced language user, in our on the components of strategic competence, is going to be.

It is Skehan, (1998) in his criticism on Bachman and Palmer's (1996) model of strategic competence, who provided the idea for our practical study on components of strategic competence. We referred a number of times in the theoretical chapters of our dissertation to Skehan's (1998) comprehension of componential model of strategic competence suggested by Bachman and Palmer (1996) as a 'checklist'. Such checklist has also appeared in the descriptive scales for *Effective Operational Proficiency* (C1) or *Mastery* (C2) in Common European Framework for Languages (2001) and can be helpful in determining whether advanced language user of language is really an advanced one.

What we regard to be a problem of advanced users of language is that they rely on their well conquered 'islands of reliability' (Raupach, 1984) and do not move forward in the quest for language proficiency.

After introducing the purpose of our study we would like to proceed to the presentation of the research scheme.



## 1. Purpose of the study

Our research is meant to investigate how the components of strategic competence, namely: determining the goal of communication, assessment, planning and execution distinguished by Bachman and Palmer (1996) work in utterances of advanced users of foreign language as well as determine what the deficiencies of the advanced users of foreign language are and what their awareness of the opportunities strategising offer in communication is. We would also like to investigate how functioning of the components of strategic competence influences the application of communication strategies in the execution component of strategic competence.

We decided to embark on the analysis of strategic behaviours of advanced users of language due to observations we shared with my colleagues after the Oral Practical Oral Exam of the 5<sup>th</sup> year students. Despite of high level of proficiency they have already achieved they very often had problems with determining their goal of communication. These are the advanced users of foreign language who have already achieved high level of proficiency we would compare them with military commanders who possessing certain advantages at hand, can strategise over their opponents, using the military metaphor offered by Frontius (*cf* Introduction). The opponent in case of the advanced foreign language users we are to investigate is the task they will be exposed to. For the reason that we could hardly observe any strategic behaviour during the Practical Oral Exam of the 5<sup>th</sup> year students we decided to investigate the way components of strategic competence are orchestrated in the utterances of an advanced foreign language user.

Additionally, apart from attempting to empirically test the orchestration of components of strategic competence, this work attempts to examine the interaction of the goal setting component with respect to execution, assessment and planning.

Komorowska (2002:10) enumerates strategic competence as an indispensable component of a communicative competence and we would like to find out what criteria need to be met to be referred as strategically competent and how an advanced language user can organise and consolidate what they had already achieved.

## **2. The research questions**

In approaching the concept of strategic competence, a multitude of research questions arose. The most fundamental one referred to the plausibility of the Bachman and Palmer's (1996) model of strategic competence as such, and was worded as:

1. Does Bachman and Palmer's (1996) componential model of strategic competence reveal itself in the utterances of the advanced foreign language users?

Consequently, in connection with components of strategic competence determined by Bachman and Palmer (1996) to which we refer in our first research question the following more detailed questions are formulated, namely:

2. Do advanced foreign language users determine their goal of communication before they initiate their utterances?
3. Do advanced foreign language users attempt to assess their communicative resources before their utterances?
4. Do advanced foreign language users attempt to assess their communicative resources during their utterances?
5. Do advanced foreign language users plan their utterances?

We decided to focus on a series of peripheral questions. They are related to the application of communication strategies, and are the following:

6. How does the successful determination of the communicative goal influence the application of communication strategies?
7. What are the communication strategies applied by advanced users of English?
8. What part of communication strategies constitute paralinguistic strategies?

What follows is the question of a neglected issue in the taxonomies of communication strategies, namely:

9. How many paralinguistic strategies are applied by advanced users of English?
10. How are the linguistic strategies accompanied by paralinguistic ones?

Then, the issue of strategic competence from the subjects' perspective is addressed. It constitutes the attempt to examine the extent to which the subjects are (un)aware of the application of communication strategies. The questions formulated at this point served the purpose of a closing consideration put forward as:

11. To what an extent the components applied are explicit/implicit?
12. How far is the advanced user of language's approach to their utterances strategic?
13. Do advanced foreign language users apply the knowledge from theoretical subjects in practice?

In final, we also wanted to enquire:

14. Whether there were some new components which could be differentiated.
15. What the characteristic features of the new components are.

Should we differentiate some new components, they would be contrasted with the components differentiated by Bachman and Palmer (1996).

### **3. Research scheme.**

At this moment we would like to present the research scheme of our study on components of strategic competence differentiated by Bachman and Palmer (1996), which is based on analysing videoed utterances of advanced users of language and their retrospective comments. Our main aim is to investigate the functioning of components of strategic competence differentiated by Bachman and Palmer (1996) in advanced users of foreign language.

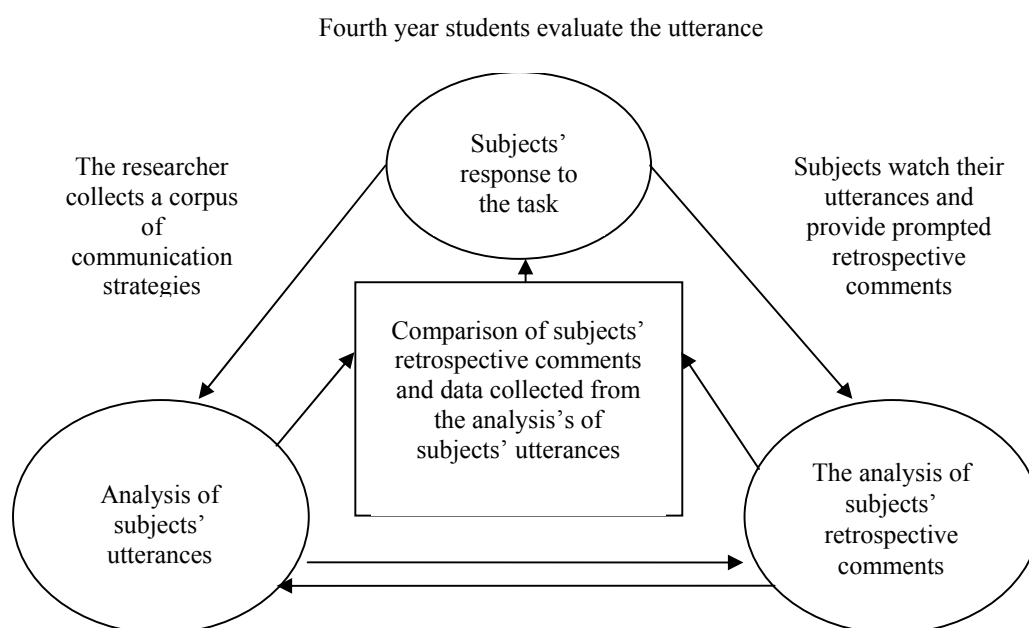
Strategic competence is a dynamic concept, which needs to be analyzed in action. Even though subjects' utterances are in a form of a sustained monologue they involve an avalanche of metacognitive strategies and they will give a good insight into what is happening in their utterance in terms the orchestration of strategic competence components. To collect data we combined different data collection procedures.

We decided to apply multi-trait and multi-method data collection procedures (Fig. 19) which will help us to determine the extent to which subjects' utterances complied with the components differentiated by Bachman and Palmer (1996) and will show us whether subjects are strategically competent or not. The same procedures were successfully applied by Callies (2004:33) in his study on discourse pragmatics. We will not only base our analysis on the behavioural data collected by means of a video recording, we will also focus on the data provided by 4<sup>th</sup> year students of English who will be to evaluate whether

subjects in questions determined their communicative goals successfully or not. What we will observe and the outcomes of the 4<sup>th</sup> year students evaluation will be contrasted with the retrospective comments subjects provide after having watched their utterances.

We will also observe the communication strategies applied by the advanced users of language as they constitute the execution component of strategic competence being observable results of cognitive planning and affective assessment.

The communication strategy research with introspective approach was initiated by Aono and Hillis (1979) who transcribed speech of an advanced learners who annotated the transcription with retrospections on what they had been thinking about and what they was trying to say at different points of their utterance. The observation of communication strategies, be it linguistic or paralinguistic, allowed us to determine how planning and assessment components of strategic competence functioned in the utterances of advanced users. Retrospection, on the other hand, allowed us to identify notions such as intended meaning and intention, which are not easily accessible from observational data.



**Fig. 19:** *The multi-trait and multi-method data collection.*

Bartłomiejczyk (2004) also applied retrospection to determine which strategies are commonly used in translation, we thought that analogically it will help us determine the strategic application of communication strategies by advanced users of language. As Bialystok (1990) claims irrespective of what the elicitation task is students' use of communication strategies is fairly consistent. We decided to follow the same research approach with the exception that students' utterances were videoed and their prompted retrospections were based on watching and not only listening to their own utterance. It has also allowed us to gather data on paralinguistic strategies which are partly in focus of our interest. To determine whether our subjects set their communicative goals successfully we decided to ask 20 fourth year students (those who scored highest marks for their practical exam) to evaluate utterances of our subjects and decide whether these utterances complied with the demands of the instruction and quotation. After having received the evaluations we transcribed the utterances and accompanying them retrospective comments and started to analyse them with regard to the subjects' un/successful goal setting.

### **3.1. The pilot study.**

Our pilot study sample consisted of 10, fifth year extramural, students of English Department. They were chosen due to the results they got from their practical exam in the 4th year. These were the students who gained highest scores from their practical exam. They were asked to give an account on their associations with randomly chosen Oscar Wilde's quotations. They were to start their utterance after having read the instruction and quotation and it was supposed to last not more than 3 minutes. Their utterances were videoed. After they have finished they were asked to watch and listen to their utterance and pause once they would like to comment (the instruction allowed them to provide their comments in Polish if they wished) on the following issues.

The question we asked was focused on obtaining data as regards determining goal of communication, we wanted to know what in moments of hesitation made them use (what motivated them to use) words, expressions and sentences they finally used. As far as assessment component is concerned we asked them how they fixed what they thought was incorrect. The question if they always expressed what they wanted to express or they

decided to quit some ideas so as not to reveal their ignorance referred to planning component. The last two questions referred to execution and we asked them how they referred to their gestures and facial expressions and in what ways were they relevant to what they wanted to say and if they used any strategies they normally use in their utterances.

For the analysis of the communication strategies to the pilot study we have decided to introduce the following typology of the communication strategies which would help us in the analysis of the collected data (Table 11).

<b>Communication strategies</b>	
<b>Risk-avoidance</b>	<b>Avoidance strategies</b>
	topic avoidance
	avoiding modality markers
	avoiding speech acts/discourse functions
	formal reduction (tentative phonological, morphological, syntactic and lexical hypotheses)
<b>Risk-taking</b>	<b>Non-cooperative strategies</b>
	approximation (incl. all substitutions)
	all purpose words
	restructuring, circumlocution, paraphrase
	literal translation, interlingual transfer, foreignising
	language switch
	inventing, intralingual transfer, coinage
	<b>Cooperative strategies</b>
	indirect eye gaze
	looking for confirmation all the time
	waiting for feedback from the interlocutor
	direct appeal for assistance
	<b>Time saving strategies</b>
	prefabricated patterns
	fillers
	hesitation sounds
	waiting
	<b>Paralinguistic strategies</b>
	laughter
	gestures
	vertical frown
	horizontal frown

**Tab. 11:** *Communication strategies taken into consideration in the pilot study*

After having conducted the pilot study we have decided to alter both the guidelines for retrospective comments and typology of the communicative strategies as some of them we found difficult to detect in observation.

Apart from general pilot study we also decided to pilot students' theoretical knowledge of the concept of strategic competence, during glottodidactics classes we applied a test to check students' theoretical knowledge on the notion. We asked students how they understood the concept of strategic competence and whether they thought it could be taught. These are 6 randomly chosen answers:

**(S1)** *It is something that we are born with (or maybe in some cases people have to learn it from environment? because I don't think that everyone possesses some specific lg. skills & can use & direct them properly :) ) & this "sth" enables us to manipulate lg. & to make some advantages of it. Like in the example with a good salesman if we have good strategic competence we won't have problems with using lg. Probably yes if a person lacks it (and some may as I observed in the first question). But after thinking a while I'm not sure if we can really teach someone strategic competence successfully. But we can always try. :)*

**(S2)** *Strategic Competence - involves everything we do with language in order to be successful in communication; in order to convey intended meaning; to achieve the purpose of e.g. establishing and sustaining the conversation it involves everything we do to compensate for our insufficient competence; knowledge. I think it should be taught because students when are not aware of such strategies are totally confused and not able to succeed in communication when confronted when confronted with e.g. native speaker.*

**(S3)** *We use it to make up for our unsuccessful attempts at expressing what we want to express, when our knowledge, level of proficiency makes it difficult or impossible to communicate successfully. Strategic competence involves verbal and non-verbal communication strategies that people use because of insufficient competence. People make use of these verbal/ non-verbal strategies and thus achieve the communicative goals. I think that such a strategy should be taught, as it allows for or may lead to more or less successful communication. I think it would prove beneficial for learners to learn how to behave in situations when they have problems with communication.*

**(S4)** *The concept of strategic competence talks about our manipulation of language in order to meet communicative goals. We use it basically with the view to be understood not knowing all the grammatical rules but to communicate using paraphrase, repetition, hesitation, avoidance and guessing. In my opinion strategic competence is very important as far as communication occurs that although learners know lots of vocabulary they are unable to use it in a given context. What they are supposed to learn is just the translation without putting the new word in the meaningful context. That is why they are not self-confident while speaking and they seem to get rid of it. It becomes more stressful for them if they find have to use the language in a communicative way (they have been learning English for 6 years and they have extreme problems with speaking which seems to be weird). First of all it's the teacher's role to assure that communication for the purpose of being understood is the most important and that is why they should try to speak as much as they can no matter what grammatical mistakes they make, use gestures and face expressions.*

**(S5)** *Strategic competence is one's ability to manage the conversation is such a way that it meets one's goals/ aims, that one has in its mind before or at the beginning does not go the way you want it to go, using your strategic ability, you are able to change it course. Also it is the ability to 'save' the conversation if it suffers from breakdowns due to many factors. If we possess strategic competence, we are able to sustain communication.*

*I believe, that strategic competence cannot be taught in a straight-toward way. However, it can be developed by means of practicing during speaking classes (as for as teacher second language is concerned) teacher should pay a lot of attention to in what way students' strategic competence is expressed and in what way they may develop it.*

**(S6)** *By strategic competence I understand all the components of a conversation which are not literal i.e. expressed openly by the speaker and serve to achieve one's goal in the very situation. I would call it a 'survival' strategy in such cases as when one is not willing to convey certain points of his/her knowledge to others or when one does not want to hurt other's feelings by telling the truth, for instance. As strategic competence is a very important skill in conversation, students should also know how to use it. However, I believe that it comes with the level of proficiency because as students learn the language they also learn the ways in which this very language can be use. With the knowledge of vocabulary and structures, then comes the ability to manipulate the language.*

The data obtained from the test revealed that strategic competence was mostly associated with Canale (1983:339) and his reducing it to the mastery of verbal and nonverbal strategies and when they were asked to identify what the components of strategic competence were, they mostly focused on communication strategies. However, some of them associated strategic competence with achieving goals or purposes (as they worded it) they did not enumerate determining the goal of communication which is the indispensable condition of achieving the goal. Most of them wrote that it would be a good idea to teach it but could not provide any practical guidelines for teachers and students.

### **3.1.1. Results of the pilot study and their indications to the body proper.**

After having carried out the pilot study we extended our list of prompts for students' retrospective comments which would allow us to collect more detailed data. We decided to organise the retrospective comments due to Bachman and Palmer's (1996) division of strategic competence into components and extend the guidelines for retrospective comments to the following:

**Determining communicative goal and assessing communicative resources:** They were asked to tell what their communication goal was, if they were aware of that goal before they started their utterance.

Subjects were to comment on the extent to which their utterance agreed with the quotation and instruction, why they thought it did/didn't, to what an extent their utterance



came up to their expectations, to what an extent their utterance agreed with what they wanted to say and what happened to cause them problems in their utterance.

**Planning:** We wanted to know if they planned and how they planned their utterance.

**Execution component:** Subjects were asked to tell us about strategies they decided to apply. We also asked them to refer to their gestures, in what ways were they relevant to what they had said, how they referred to their facial expressions and in what ways were they relevant to what they wanted to say.

Table 11 which was supposed to serve as a checklist for the observation of strategies was also altered. We decided to take into consideration only topic avoidance as the rest of risk-avoidance strategies were difficult to identify and subjects were reluctant to comment on their deficiencies. In non-cooperative strategies we decided not to take into consideration approximation and decided to apply the restructuring label for circumlocution and paraphrase and we have also decided to include more paralinguistic strategies into the typology. We have divided them into facial expressions and gestures (**Tab.12.**)

Communication strategies	
Risk-avoidance	Avoidance strategies
	topic avoidance
Risk-taking	Non-cooperative strategies
	repetition
	all purpose words
	restructuring, circumlocution, paraphrase
	literal translation, interlingual transfer, foreignising
	language switch
	inventing, intralingual transfer, coinage
	Cooperative strategies
	indirect eye gaze
	looking for confirmation
	waiting for feedback from the interlocutor
	direct appeal for assistance
	Time saving strategies
	prefabricated patterns
	fillers

	hesitation sounds
	waiting
	<b>Paralinguistic strategies</b>
<b>Gestures</b>	assessing
	retrieval
	representational
	tension reduction
<b>Facial expressions</b>	smile, smile accompanied with an in/direct eye gaze, laughter
	tightening of the lips
	eye squinting
	vertical frown
	horizontal frown

**Tab. 12:** *An amended table of communication strategies*

The procedure remained unchanged in respect of the time allotted for reading the prompts for their retrospective comments, their watching and commenting on their utterances did not start until they declared to be ready.

### 3.2. The subjects

The sixty subjects who participated in the research were advanced students of English Department at the University of Silesia and Silesian School of Economic and Languages in Katowice, in their fifth, final year (tenth term). Subjects were selected from the two above mentioned academic centres due to the fact that it was fiendishly difficult to convince students to take part in the study. When requested, most of them declined when they learnt that the study involved video recording.

As far as the personal data is concerned, the sample consisted of 44 female and 16 male students, aged 23-44. The group was homogeneous in terms of the qualifications obtained, 60 BA degrees in English Studies, 7 of them holding an MA degree in different faculties.

As concerns the learning history, the information collected from the subjects allowed for a tripartite distinction. As the Tab 13 shows, the majority of subjects (39) had a long learning history covering the period of 10-15 years. The remaining subjects were equally placed in two extremes labeled as “below 10” and “above 20 years”, represented by

7 and 14 of them respectively. We decided to include only three questions in the personal data questionnaire as we were interested in subjects on the spot performance and we did not investigate the influence of personal factors on their performance. However, their English language learning history varies we assumed them to be quite homogenous group as they were all fifth year students.

Length of learning English	Number of subjects
Below 10 years	7
10-15 years	39
20 years and above	14

**Tab. 13:** *Length of English learning experience*

Students had no prior knowledge concerning the research apart from the handout they were given before entering the video room informing them what the research involved. We felt obliged to notify them about the fact that its focal point was video recording which, in most cases, discouraged students from taking part in the research. It was the main reason the video sessions took almost half a year to complete (**Appendix A**).

### **3.3. Research tools**

We decided to apply a multi-trait and multi-method data collection procedures and they consisted of videoing subjects' utterances which were analysed by us and asking subjects to watch their utterances and provide retrospective comments on them. We decided that a multi-trait and multi-method data collection will enable us to encompass the dynamic nature of strategic competence, especially in the componential model provided by Bachman and Palmer (1996).

#### **3.3.1. Elicitation task.**

In order to be able to investigate the strategies it was necessary to find stimulating texts which could be a serve as a starting point for students' monologue (**Appendix B**).

Texts which we used as a stimulus for the conversation were Oscar Wilde's quotations(**Appendix D**). We decided to choose Oscar Wilde's quotations as they force upon the receiver higher level of abstract thinking, generate controversy and it will also help us check the comprehension of implicit meaning. The whole selection of quotations and subjects' responses to them are given in Attachment. The quotations subjects were to randomly pick, were preceded by an instruction which clearly indicated that they were supposed to talk about their associations in relation to the quotation that they picked. The phrase **your association** was intentionally written with bigger, bold and underlined font due to the results we collected in the pilot study in which subjects disregarded the instruction referring to the quotation without personalising it in any way.

### **3.3.2. Video recording.**

We decided to video subjects' utterances as we wanted to observe how their utterance are assisted by paralinguistic clues. We wanted the subjects to provide as much data as possible in their retrospective comments therefore we provided both auditory and visual cues.

### **3.3.3. Prompted retrospection**

As we wanted to investigate strategic competence understood as a set of metacognitive strategies we decided to examine what subjects self-awareness was by means of retrospection as this is the process of observing and reflecting on one's thoughts, feelings and motives, reasoning processes, and mental states which allow us to determine the ways in which these processes and states determine our behaviour (Nunan, 1992:115).

We are aware of the serious drawback of the method as it received criticism it received from psychologists who assume that verbal reports have nothing at all to do with casual cognitive processes and that there might be a discontinuity between what the subjects believed they were doing and what they were actually doing.

Taking into consideration the above criticism and the fact that after some time the report of the event we enquire may be distorted (Nisbett and Wilson, 1977) we attempted to bridge the time gap by as quick as possible exposure of subjects to prompts after they had watched the video.

Additionally, following Nunan's (1992: 124) advice we did not inform subjects that they will be required to retrospect until after they completed the task.

The retrospective interview was not subject initiated, they were supposed to watch their utterance and pay attention to cues listed in the post-utterance questionnaire (**Appendix C**).

#### **3.3.4. Evaluation**

Whether subjects managed to determine their communicative goal was established on the basis of twenty fourth year students' evaluations of subjects' utterances. The twenty students listened to the utterances of the sixty researched subjects and were supposed to determine whether the subjects' utterances complied with the instruction or not (**Appendix D**).

#### **3.3.5. Observation and distinguishing the communication strategies.**

After having transcribed subjects' utterances we embarked on collecting the corpus of communication strategies. The transcription was done by the researcher herself and 17 first year students who volunteered to take part in the process of transcription (**Appendix E**). We decided not to follow any transcription conventions as of the greatest importance for us was how communication strategies were accompanied by paralinguistic strategies. The transcript is accompanied with a DVD attached on the back cover. Each subjects' utterance was analysed in terms of communication strategies they applied which were marked with a separate colour and shape.



**Pic. 2:** Extract from a transcription of (S1) utterance with distinguished communication strategies

The strategies we decided to distinguish were: the linguistic (repetition, prefabricated patterns, fillers, hesitation sounds, all purpose words, restructuring, literal translation, language switch, inventing) and paralinguistic ones (gestures of assessment (placing ones fingers on the cheeks or the chin), representational, tension reduction, tightening of the lips, squinting, vertical and horizontal frowns, smile and laughter, indirect eye gazes). The way strategies were marked on the transcript are presented in Pic. 2. The linguistic were marked as: repetition \_\_\_\_\_, prefabricated patterns ~~~~~, fillers \_ \_ \_ \_ , hesitation sounds .....all purpose words ~~~~~, restructuring \_ \_ \_ \_ \_ , literal translation ~~~~~, language switch ///////////////, inventing xxxxxxxx and paralinguistic ones as: gestures of assessment \*-----\*, retrieval □-----□, representational △-----△, tension reduction ○-----○, tightening of the lips ▼,

squinting X, vertical ○ and horizontal ▼ frowns, smile ☺ and laughter ☺I, indirect eye gazes [text highlighted in blue]

After having marked them they were calculated and compared. The comparison was twofold, first we examined how paralinguistic strategies accompanied linguistic ones and then we examined how the paralinguistic strategies illustrated the process of planning and assessing which constitute two separate components in Bachman and Palmer's (1996) model of strategic competence.

#### 4. Course of the study

The research was conducted in 6 sessions from January to June 2006 with help of the following equipment: Toshiba Satellite personal computer with Harman/Kardon sound system, Nikon coolpics 3700 camera and a microphone. The length of each of the utterance was fixed to three-minute windows but the recording of retrospective comments depended on the number of comments students provided and normally lasted about 10 minutes. On average each subject spent 25-30 minutes in the video room.

The preparation of the video room before the recording involved preparing the equipment, checking the compatibility of the personal computers and a microphone.

Each session began with 5 min introduction, during which students could ask questions concerning the recording and any further queries they might have had about the Information Sheet (**Appendix A**) after that they had to pick the quotation and read the instruction (**Appendix B**).

Then subjects were asked to read guided retrospection sheets (**Appendix C**) and say when they were ready to watch their utterance. They could provide their comments during the recording or after having watched all of it.

After having collected all the data we prepared 20 CD's with the sound versions of the utterances and asked 20 fourth year student to evaluate whether subjects utterances complied with the instruction or not. On that basis we could determine which student determined their communicative goals successfully and which of them did not (**Appendix D**).

The transcription of subjects' utterances as well as retrospective comments was conducted by the researcher herself and 17 first year students who volunteered to take part in the process of transcription. They were asked to transcribe two recorded utterances and after the results have been analysed the session was performed which was aimed at mastering first years students' skills for their oral practical exam.

After the transcription was prepared we analysed subjects' utterances and marked on the transcript the examples of communication strategies, both linguistic and paralinguistic ones with regard to their un/successful goal determination. The processing of the obtained data lasted from June 2006 to December 2006.



## **Chapter VIII**

### **Data presentation**

#### **1. Scheme of data presentation.**

In this chapter we would like to present the data we collected in our research. As we have decided to apply in our study on components of strategic competence multi-trait and multi-method data collection procedures, the components of strategic competence identified by Bachman and Palmer (1996) will first be presented in the form of subjects' retrospective comments and then we will present what we have observed both qualitatively and quantitatively and finally we will show how it complies with what was commented by subjects in their retrospective comments. Data presentation will take the form of distinction between subjects who determined their communicative goal successfully and those who did not. We have based our analysis on the differences in subjects' either successful or unsuccessful determination the goal in reference to their assessment communicative resources, planning as well as execution component. Retrospective comments of subjects who determined their communicative goal successfully will be asterisked and these which were provided in Polish will be marked with capitalised **T** throughout the chapter.

#### **2. Determining communicative resources and its assessment.**

At that point we will present the distinction between subjects who managed to determine their communicative goal and those who did not.

The fourth year students who were asked to evaluate subjects' utterances in reference to their successful determination of the goal of communication were also asked to

determine which factor they chose as the distinguishing one for the utterances which agreed with the quotation and instruction and the ones which did not.

	AGREE	DISAGREE	NOT DECIDED
1		18	2
2*	19		1
3		16	4
4		18	2
5	5	10	5
6*	17	3	
7	3	15	2
8*	13	6	1
9			
10			
11	5	15	
12*	18		2
13	5	12	3
14		19	1
15		18	2
16*	18	1	1
17*	19		1
18	8	11	1
19*	17		3
20*	18	1	1
21		17	3
22		15	5
23*	17		3
24		16	4
25		18	2
26		20	
27		15	5
28		18	2
29*	12	2	6
30	1	15	4
31		13	7
32	6	12	2
33*	16	2	2
34*	20		
35*	17	1	2
36	3	15	2
37	2	14	4
38*	16		4
39*	15	2	3
40*	17		3
41		14	6
42	7	10	13
43		19	1
44	6	10	4
45		19	1
46*	16	1	3
47*	17		3
48*	18		2
49*	12	1	8
50	6	12	2
51*	15	1	4
52	1	17	2
53*	14	1	5
54	4	12	4
55	2	15	3
56		19	1
57		17	3
58	2	16	2
59	8	11	1
60		16	4

**Tab. 14:** *Quantitative summary of 20 4<sup>th</sup> year students assessing the subjects' determining communicative goal.*

On the basis of their analyses and our observation we managed to distinguish a group of 22 students who determined their communicative goal successfully. **Table 14** shows how fifth year students' utterances were assessed by fourth year students.

Despite of the fact that the fourth year students were not unanimous in their decisions the distinguishing factors for them were:

- the extent to which they personalized their answer
- the use of first person personal and possessive pronouns
- references to both the instruction and quotation by means of prefabricated patterns e.g. *As far as my association with the following quotation is concerned, when it comes to, the first association that comes to my head*
- repetition of either the instruction or quotation.

Subjects' response to the task (those who did not manage to determine their goal successfully) limited flexibility of their utterance. Their reaction to novelty was that they assessed the characteristics of this language task in terms of their topical knowledge which negatively primed their response to the task as the utterance to quotation was in a more argumentative than associative fashion.

## 2.1. Subjects' communicative goal.

Only one third of subjects provided any retrospective comments concerning the determination of their communicative goal. Below we would like to present subjects' retrospective comments:

**(S13)** *I didn't know how to understand this quotation and what to talk about it in English*  
**(T)**

**(S16\*)** *Um, I just had to express what I think about it so that was my goal to convince that my way of thinking has any sense if that's any communication goal.*

**(S18)** *Um, so goal, um, I think this was um, what I said*

**(S20\*)** *Ok so remarks concerning the communicative goal I guess I understood the quotation*

**(S24)** *I didn't set any goals or plans before the utterance, I didn't have any assumptions beforehand*  
**(T)**

**(S31)** *before talking I would like, I wanted to, um, say something like an introduction, then the body, the main body, and say, and in the end, um, I tried to sum up everything, something like conclusions*

(S33\*) *First of all I wanted to put it in a comprehensive way so as it could be said comprehensibly, um, I don't know if I achieved it. Um, it's always like that in my utterances I want something different and my first plan is totally different when I finish. The same was here I mean I first wondered for a while first such topic sentence only to know what I really meant. But yes I got stuck here. (T)*

(S34\*) *So, um, just to, um, somehow, um, state what I have to say and, um, just... go on to another subjects.*

(S35\*) *The communication goal – to explain what I had on my mind*

(S36) *When it comes to this communication goal I wanted to present it, well actually what I said...(T)*

(S37) *I mean the aim here was to present mostly my opinion on the topic I think it was my aim (T)*

(S38\*) *I can see that I was trying to express something but I did not want to give let's say any personal opinion and personal example*

(S39\*) *I maybe I didn't know it, but I think that I guessed what it is, so um... there was.. I don't know how to express it but um... ok ok um, I mean um, I think that there was something in the very sentences for analysis that I know that it wasn't literal that there was something I had to think about I had to work it out (T)*

(S41) *My aim was to talk about these stereotypes (T)*

(S43) *Well... just to talk. No interaction.*

(S46\*) *Well, it seems to me that I tried to convince you to my. Well...I glanced at you, what you well the mimicry show what you think about it. I wanted to convince you to my utterance (T)*

(S48\*) *when it comes to the question, well I certain- um mo-mostly what I wanted, maybe there were a couple of things*

(S49\*) *I just really didn't know what to say.*

The majority of comments, provided even by subjects who have determined their communicative goal successfully, show that they did not even attempt to determine the goal of communication. The lack of strategising is best illustrated in the statement, *just to talk* (S43) which proves that there was not even slightest attempt made to determine communicative goal.

**Table 15** shows differences in determining communicative goal of the unsuccessful and successful subjects.

	subjects	Yes	?	No	total	% p/group
Unsuccessful	38	3	0	4	7	18
Successful	22	8	1	1	10	45

**Tab. 15:** *Differences in determining communicative goal of the unsuccessful and successful subjects – retrospective comments.*

Comparing the successful and unsuccessful subjects' retrospective comments on determining goal the data show that the successful group was more reflexive and more accurate in their answers. In the retrospective comments provided by successful group 80% of subjects were certain about their goal of communication and in case of unsuccessful group 43%. In the unsuccessful group 57% of subjects could recognise that they missed their communicative goal and the successful ones misinterpreted their performance only in 10%.

## **2.2. Subjects' comprehension of the instruction and the quotation.**

This was the question which was one of the most often commented ones. After having watched the utterances students were to determine to what an extent their utterance agreed with the instruction and the quotation. There are 31 comments registered which means that 52% of subjects could provide retrospective comments in this area. These are the retrospective comments they provided:

- (S4) it was hard to for me, it was a kind of hard for me to find association with a topic and um, which would agree with the topic*
- (S5) I don't like such general topics which take general like for example I don't know, environment is bla bla bla*
- (S13) I didn't know how to understand this quotation and what to say about it in English which is not my first language (T)*
- (S14) It seemed to me that I didn't understand this quotation (T)*
- (S16\*) I'm not sure I didn't quite concentrate on the associations, maybe I concentrated more on the words that were written I don't know. Now when I'm thinking associations are not quite what I said, I think, but well...Let's leave it.*
- (S17) Right, um I guess it agrees with the quotation but the instruction was like um, I guess I've given an association but I treated it a bit like expressing my opinion on the topic and it was not only giving associations,*
- (S19\*) I don't know whether I understood the quotation ....*
- (S20\*) I guess I understood the quotation and um.... My answer was relevant with, with the passage*
- (S23\*) This utterance was very personal it seems to me that it was not objective, it did not talk about the general truths of this world but it was rather basing on my own experience (T)*
- (S24) As far as comprehension of that quotation is concerned I don't think I fully comprehended it. (T)*
- (S27) So, may be that slightly different interpretation.*
- (S28) I think I understood the question (T)*
- (S29\*) I um didn't know what to say because the quotation was not very easy*
- (S30) started to think of any books that would be immoral and then, um claimed to to to be*

shameful. And I couldn't think of any that's why I started to panic what shall I say.

(S31) I'm not sure to what extent my utterance agreed with the quotation, because it was quite stressing in the beginning. And I had so many things that I wanted to describe, but later when it came to talking I had forgotten some of them

(S32) I think I treated this this topic too literally. Just as if there were two definitions. What selfishness is and what it is not. I treated this quotation rather literally and I wanted to give some of my, my opinion, or rather whether I agree with it or not (T)

(S33\*) Um, I just don't know if it refers to the quotation which ... did I really follow the instruction. It's silly, I mean silly, I'm sorry it's so colloquial word. It's difficult being all the time controlled and only in this topic I knew that I have to concentrate only on this utterance and referring to that topic and giving some snow job um but going straight to the quotation, it's so difficult to pick the right word when playing by ear. Because when you talk to somebody then you have time to think something over (T)

(S34\*) So, um, my utterance, I guess, was connected with the quotation. I don't know if I just, I tried to cover every single detail, which was on, um, in this quotation and in the instruction as well, so so I I tried to do it, so I don't know if I covered it like well ?

(S35\*) The utterance agrees completely, fully with the quotation and instruction

(S36) I think that my utterance agreed with this instruction. I think that these were to be associations so it didn't have to be so pretty from the beginning just my associations so I think that it did (T)

(S37) I mean I think that with the instructions everything was OK. But with the quotation I didn't think I really referred to it. (T)

(S38\*) I think my utterance agrees with the quotation is ok.

(S39\*) Now... I don't know if I understood this quotation right, I think yes, but I don't know I don't know what hides behind it

(S40\*) How I understood the topic, I understood that I am to be.. that I am to say anything on that topic so I tried, I tried to say anything, I might, I must have been making up. (T)

(S43) Well, I think, um... the instruction not really, because instruction was to talk about your associations and I, um, focused on particular words and... agreed or disagreed with the sentence, so maybe the instruction was not exactly what I did.

(S44) I mean, it seems to me that I generally understood the very text very well, the very sentence. Um it may have referred first of all to those important things, so precious to people that we can divide them into such physical and more spiritual. (T)

(S45) I think that this topic was simply strange to me. (T)

(S47\*) So the quotation I was talking about, I understood um quite well and um I wanted to answer this question as um good as I, as I, as I um could

(S48\*) ... when it comes to the question, well I certain- um mostly what I wanted, maybe there were a couple of things but then we'll need to have a, let's say conversation, i-it couldn't be a mono-monolog, because something completely different when you talk with a second person then this person gives you some ideas you can, you can, say something, something else, something better maybe, it's easier it's much easier when, when you talk with somebody

(S50) Firstly, it seems to me that I understood this topic only in reference to women, because we always have tyranny in reference to, I don't know, Jews in reference to...it's so difficult to think of something although it is being talked about that all the time, women are treated as if worse, there aren't any equal rights (T)

(S51\*) I didn't understand this quotation too (T)

(S52) I went too much into identifying myself with a person treated badly by a man

(S53\*) Only to a certain extent then I started repeating myself as if stating that this is good and I mixed it and I repeated it over and over again not controlling it.

(S55) When I saw this topic I kind of wanted to present it as an explanation. (T)

(S56) Um, with this quotation it was only such brief explanation why these parents forgive us or not (T)

(S59) *My utterance I think it correctly agrees with the quotation I'm not sure if what I was talking was correct*

Subjects when asked to evaluate their utterances in terms of the extent of reference to the instruction and the quotation did not have any tool they could apply as point of reference. Most of them still did not refer to the phrase in bold *your association*.

Even the 52% of subjects who provided retrospective comments on their comprehension of the instruction and the quotation were somehow playing by ear when providing their comments to this question. Subjects had problems with identifying the task although the phrase *your association* was printed in bold and with bigger font, which was introduced after the pilot study during which subjects had also had problems with identifying the goal of the task. The hint in the form of bold phrase *your association* did not help subjects in recognising the goal of the task. The interesting thing is that there were only two subjects who asked the experimenter for help in clarification of the quotation, which was not prohibited in the instruction to the research.

The following table shows differences in subjects' self assessment of the extent to which their utterance agreed with the quotation or not.

	subjects	not agreed	not sure	agreed	total	% p/group
Unsuccessful	38	10	9	0	19	50
Successful	22	2	4	6	12	55

**Tab. 16:** *Differences in determining communicative resources of the unsuccessful and successful subjects – retrospective comments*

The obtained retrospective comments revealed no major differences between the degree of reflexivity between the successful and unsuccessful subjects. In both groups about 50% of subjects could provide retrospective comments concerning their communicative resources. Despite of the fact that the unsuccessful subjects failed to determine their communicative goal they were aware of the fact that their utterance was characterised as not agreeing with the demands of the instruction and quotation. They were more accurate in terms of determining their communicative resources in reference to the lack of well determined goal of communication. The unsuccessful group was in 26% aware of the fact that their utterance neither complied with the instruction or the quotation. The

remaining 47% of subjects were not sure if their utterances complied with the instruction or quotation. Similarly, the successful group in 50% determined the compliance, 32% of subjects were not sure and 17% misjudged their performance as the one not complying with both the instruction and quotation.

The number of retrospective comments subjects provided decreased dramatically when they were asked to provide comments on the possible reasons for the lack of reference to the instruction and the quotation.

Subjects were asked to determine the reason of their lack of reference to the instruction and only seven could reflect on it which means that out of 60 subjects under investigation only 12% could provide retrospective comments which are listed below:

*(S17\*) maybe I should've enumerated it, yes I associated it with this this and that and then give my, I don't know, and support that, yes and I just enumerated but I like started to, um analyse the quotation more rather than giving associations*

*(S34\*) I tried to, um, somehow, um, put my mind in the track in which this kind of quotation leads me. So, so, um, I think that that's why it's like, I tried to stick to the quotation, at least. Because, because sometimes, I don't know, this is my personal quality that I try to, well I start something differently, I talk about something like much different so I just jump from one subject to another, so, so, I try to, at least to to stick to to the topic, so, and to to the quotation.*

*(S51\*) Well, I don't know if it is important but when I take one course of thinking it is so difficult for me to refer to something else(T)*

*(S52) It should be more on the surface I was too much into the topic and I was getting in one direction (T)*

*(S54) One has to communicate in foreign language and one has to think in that language and if you think in Polish then you have to devote time to convert it into a nice flow of etc. (T)*

*(S55) I mean I was talking here about women and men and it turned out to be some kind of comparison of women and men as if it all that work and actually this is explanation why these both parties are disappointed with marriage was said only in one sentences and I didn't say anything that would explain the comparison. (T)*

*(S59) um, I'll say that I definitely didn't know the word like with the herd animal ok I know, knew and well something about that we need to live in a kind of herd in society social animal so when I don't remember the word so at the beginning I thought about a list so I said I don't remember the word*

The three retrospective comments provided by subjects who determined their communicative goal successfully focused on the cognitive process itself and the remaining 4 retrospective comments provided by subjects who did not determine their communicative goal successfully focalised the dichotomy between thinking in Polish and thinking in English (sic.), the structure of their utterance as well as vocabulary problems.



### 2.3. Problems occurring in the utterance.

As regards problems occurring in the utterance subjects were asked to determine, we decided to present them in a form of the table (**Tab. 17**) after having extracted them from the retrospective comments.

As there was no major pattern appearing from the difference between subjects who managed to determine their goal of communication successfully and those who did not we decided to present the category of a problem and a number of subjects who provided the retrospective comment.

The problems subjects (**U** – determines subjects who did not determine their communicative goal successfully, **S** – subjects who determined their communicative goal successfully) declared to have in their utterance which they referred to in their retrospective comments can be categorised into the following categories:

- lack of ideas (4**U**), (4**S**)
- switch to thinking in Polish (1**U**), (4**S**)
- lack of time to plan (4**U**), (3**S**)
- talking in English (1**U**)
- lack of comprehension of either the instruction or the quotation (1**U**)
- lack of vocabulary (2**U**), (1**S**)
- too much time allotted for the utterance (1**U**).

There were also a great number of subjects who were not able or did not want to determine what the problems with their utterances were.

There were 56% of subjects could not state what caused problems in their utterances. Idea generation and lack of time to prepare were the categories most often commented on. The next problem subjects could determine was lack of vocabulary. Whether comments were provided by successful or unsuccessful subjects is shown in the following table (Tab. 16)

	Problems in the utterance
1	
2*	
3	
4	lack of ideas
5	
6*	skip to thinking in Polish
7	skip to thinking in Polish
8*	lack of time to prepare and organise
9	problems with finding ideas
10	lack of ideas
11	
12*	
13	spontaneity and talking in English
14	she thought she did not understand the question
15	
16*	lack of vocabulary
17*	no time time to plan
18	no time time to plan
19*	
20*	lack of vocabulary, ideas
21	no time to prepare, lack of vocabulary, being nervous
22	
23*	
24	
25	no ideas
26	
27	
28	lack of words
29*	
30	
31	time limit
32	
33*	not enough time time to prepare
34*	
35*	becuse of lack of words and lack of ideas
36	
37	too much time
38*	
39*	
40*	
41	
42	no time to prepare
43	
44	
45	
46*	
47*	
48*	lack of vaocabulary and ideas
49*	
50	
51*	no creativity
52	
53*	
54	
55	
56	
57	
58	
59	
60	

**Tab. 17:** *Quantitative summary of subjects' retrospective comments on problems in their utterance.*

## 2.4. Quantitative summary of comments on determining and assessing communicative resources.

For the general overview of the frequency of subjects' comments we present a summary table (**Tab.18**) of the number of retrospective comments presented by the subjects.

	What was your communicative goal	Were you aware of it before you started your utterance	To what an extent does your utterance agree with the quotation and the instruction.
1			
2*			
3			
4			
5			
6*			
7			
8*			
9			
10			
11			
12*			
13	1		
14			
15			
16*	1	1	1
17*			1
18	1		
19			
20	1		
21			
22			
23*			1
24	1		
25			
26			
27			
28			
29*			
30			
31	1		1
32			
33*	1		1
34*	1	1	1
35*	1		1
36	1		1
37	1	1	1
38*	1		
39*	1		
40*			
41	1		
42			
43	1	1	1
44			
45			
46*			1
47*			
48*	1		
49*	1		
50			
51*			
52			1
53*			1
54			
55			
56			
57			
58			
59			1
60			

**Tab. 18:** *Quantitative summary of subjects' retrospective comments on determining communicative resources.*

As the table shows in some cases the retrospective comment does not entail communicative success. It shows that subjects know theoretical labels but cannot apply them in practice.

### 3. Planning component

We have divided our analysis of the planning component into global and local planning one. We will embark our analysis with the global component.

Global planning component was analysed on the basis of students retrospective comments they provided after watching their own 3 minute utterance. Only four subjects declared that they tried to plan their utterance before they started speaking. Namely:

*(S27) Um... well...planning. The only thing that I actually planned was the introduction. I wanted to introduce the topic somehow, not just start from the middle. That was all*

*(S31) Yes, I always try to plan my utterance. Like the beginning, like the introduction, the main body and results, certain sum up. Always. I always try to inform the reader that now I'm introducing something, then I'm trying to say something about this topic and then I sum up what I, what I wanted to say.*

*(S33\*) I mean I usually try to plan my utterance so as to proceed from the general to details and examples and why I think so... and an example to this. I hope it was more or less like that and if it was so organized I don't know*

*(S43) When, when I saw it I decided to agree or disagree with it, and then.. to concentrate on particular words and then... say something about it.*

Only one subject out of the three referring to their utterances as planned managed to determine their communicative goal successfully, 27 subjects decisively stated that they did not plan their comments, which constitutes 45% of the sample and the remaining 29 did not provide any comments at all which constitutes 48% of the sample.

Three out of four comments were provided by subjects who did not manage to determine their communicative goal successfully.

	subjects	Planned	Not planned	total	% p/group
Unsuccessful	38	3	15	18	47
Successful	22	1	12	13	59

**Tab. 19:** Differences in planning of the unsuccessful and successful subjects

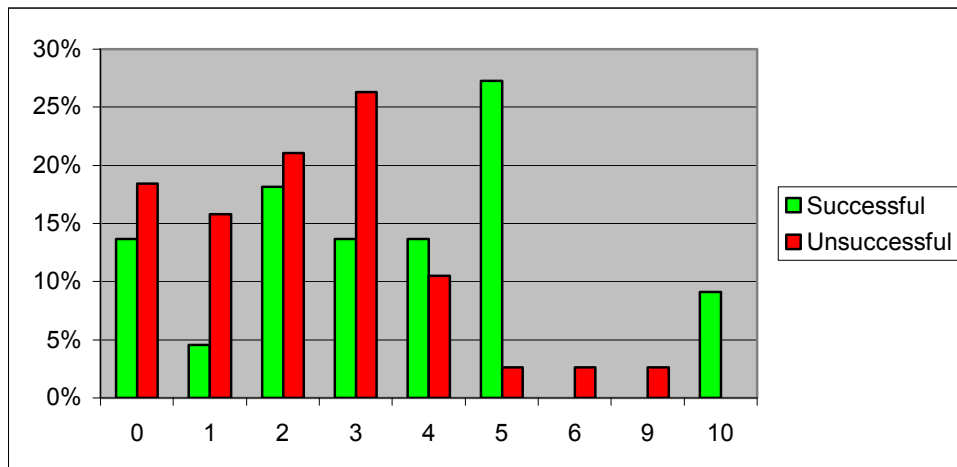
The above table shows differences in planning of the successful and unsuccessful subjects.

Almost all subjects from both successful and unsuccessful group who provided their retrospective comments declared in their retrospective comments that they did not plan their utterances, which further confirms data obtained from the comment (or lack of comments we should say) concerning subjects awareness of their communicative goal.

Local planning component is exemplified by the use of restructuring strategies, which (for the purpose of our study on components of strategic competence) we considered to be all instances of paraphrasing and circumlocution. It was the most frequently recognised linguistic strategy in subjects' retrospective comments.

The most productive categories are the ones registering 3 and 2 instances of application of restructuring linguistic strategy.

From the collected corpus of 168 subjects' restructuring strategies we have taken the average of distribution in each successful and not successful group which we present in the following figure (**Fig. 20**).



**Fig. 20:** *Number of restructuring strategies applied by successful and unsuccessful subjects.*

For the successful subjects the most frequent number of applications of restructuring strategy was the bracket of 5, and for unsuccessful 3. The average distribution of subjects restructuring strategies is given in the following table (**Tab.20**).

Group	Nr of subjects	$\Sigma$	Average	min.	max.
Unsuccessful	38	87	2,3	0	10
Successful	22	80	3,6	0	9

**Tab. 20:** *The differences in the number of restructuring strategies applied by successful and unsuccessful subjects.*

There was 1,3 (which is 36,2% in reference to successful subjects and 64% in reference to unsuccessful ones) difference between the successful and unsuccessful subjects, which indicates to unsuccessful subject as being syntactically rigid (Maraton, 1978) and the successful ones as syntactically flexible (Wysocka, 1989: 15).

Instead of quoting all the retrospective comments provided on the problems subjects' determined in their utterance we decided to include them in a summarised form in the table below.

Did you plan your utterance											
1		11		21	no	31	yes	41		51*	no
2*		12*		22	no	32	yes, only the beginning	42	no	52	
3		13		23*		33*	yes	43	yes	53*	
4		14		24	no	34*	no	44		54	no
5		15		25		35*	no	45		55	
6*		16*	no	26	no	36	no	46*		56	no
7	no	17*	no	27	yes, introduction	37	no	47*	no	57	no
8*	no	18	no	28		38*		48*		58	no
9		19*	no	29*		39*	no	49*	no	59	no
10	no	20*	no	30		40*	no	50		60	

**Tab. 21:** *Quantitative and qualitative presentation of subjects' retrospective comments on planning.*

The table presented above (**Tab. 21**) summarises retrospective comments provided by subjects which allows for initial comparison of comments provided by subjects who determined their communicative goal successfully and those who did not.

#### 4. The execution component.

The last component we would like to present is the execution component to which

Bachman and Palmer (1996) refer to as drawing on the relevant psychophysiological mechanisms which implement the plan in the modality and channel appropriate to communicative goal and the context. As the first mechanism channelling the context we would like to present the observed linguistic strategies and then paralinguistic ones.

#### 4.1. Linguistic communication strategies

As strategic competence is most often associated with the application of communication strategies that is why we wanted to check their frequency of occurrence as well as the extent to which they were recognised by advanced users of language.

##### 4.1.1. Subjects retrospective comments on strategies they declared to use.

According to subjects' retrospective comments the most productive strategy was restructuring and then repetition and prefabricated patterns. Hesitation sounds are classified by subjects as the fourth one. We also present subjects' comments in a form of table summarising subjects' comments (Tab. 22).

Linguistic strategies in subjects' retrospective comments			
1	restructuring	31	
2*		32*	fillers, repetition
3		33*	prefabricated patterns, restructuring
4		34*	she says she did not use any
5	looking for eye contact	35*	
6*	prefabricated patterns	36	
7	prefabricated patterns	37	prefabricated patterns
8*	fillers	38*	restructuring
9		39*	
10	prefabricated patterns	40*	
11	repetition, restructuring	41	eye contact
12*	all purpose words	42	hesitation sounds
13	restructuring	43	avoidance, restructuring
14	repetition	44	
15	prefabricated patterns	45	restructuring
16*		46*	restructuring
17*		47*	hesitation sounds
18*	repetition, hesitation sounds, all purpose words	48*	
19*	repetition	49*	hesitation sounds
20	restructuring	50	
21		51*	
22		52	restructuring
23*		53*	restructuring
24		54	hesitation sounds
25		55	hesitation sounds
26		56	
27	repetition, fillers	57	
28	repetition	58	prefabricated patterns
29*		59	
30		60	prefabricated patterns

**Tab. 22:** Number of linguistic strategies appearing in subjects' retrospective comments.

It is most surprising that out of 60 advanced language users only 34 could recognise communication strategies in their retrospective comments. The remaining 26 could not identify any of them.

		$\Sigma$	mean score/ pp	min.	max.	%
Registered	Observed	348	5,8	3	8	100
	Without retrospective comments	309	5,15	3	8	88,8%
	In retrospective comments	39	0,65	0	3	11,2%

**Tab. 23:** *Types of linguistic strategies and retrospective comments*

In retrospective comments subjects' could on average recognise only one out of ten types of strategies we have taken into consideration in our study on components of strategic competence.

#### **4.1.2. Registered linguistic communication strategies.**

The three most productive strategies were hesitation sounds, repetitions and prefabricated patterns. From advanced users of English we could expect the use of multitude of strategies but it turns out that the subjects we investigated focus on 'islands of reliability' (Rupach, 1980) and in their utterances they tend to use the most basic sets.

Before embarking on the analysis of the registered corpus of 1650 linguistic strategies applied by both successful and unsuccessful subjects we wanted to check if subject could recognise these types (**Tab.24**). Subjects, after having watched their utterance, were asked to enumerate strategies they applied.



			$\Sigma$	mean score/ pp	min.	max.
Registerd	Observed	<b>U</b>	229	6,02	4	8
		<b>S</b>	119	5,40	3	8
	Without retrospective coments	<b>U</b>	202	5,31	4	8
		<b>S</b>	107	4,86	4	8
	In retrospective coments	<b>U</b>	27	0,71	4	8
		<b>S</b>	12	0,54	3	7

**Tab. 24:** *Types of linguistic strategies applied by successful and unsuccessful subjects.*

It showed that there are no differences in the recognition between the successful and unsuccessful subjects. In our research we took into consideration 9 types of communication strategies, but there were the main 6 which were mostly observed in subjects' utterances. Subjects no matter whether successful or not could hardly recognise any. The next table presents number of strategies applied. We have also included language switch in retrospective comments, however we cannot talk about any frequency in that case.

	repetition	all purpose words	restructuri ng	literal translation	language switch	inventing	prefabrica ted pattern	fillers	hesitation	language switch in retrospective coments	total
Unsuccessful	166	38	88	32	3	1	152	74	446	23	1023
per/person	<b>4,36</b>	<b>1,00</b>	<b>2,75</b>	<b>0,84</b>	<b>0,07</b>	<b>0,02</b>	<b>4,00</b>	<b>1,94</b>	<b>20,27</b>	<b>0,60</b>	<b>26,92</b>
Successful	125	16	80	10	2	0	69	58	259	8	627
per/person	<b>5,68</b>	<b>0,72</b>	<b>3,63</b>	<b>0,26</b>	<b>0,09</b>	<b>0,00</b>	<b>3,13</b>	<b>2,63</b>	<b>11,77</b>	<b>0,36</b>	<b>28,50</b>

**Tab. 25:** *Number of uses of linguistic strategies applied by successful and unsuccessful subjects.*

There is greater frequency of linguistic strategy application of subjects who determined their communicative goal successfully (28,50) than unsuccessful ones (26,92).

The most frequently applied strategies applied by successful subjects were: restructuring, repetitions and hesitation sounds as well as prefabricated patterns and all purpose words respectively.

The strategies applied by unsuccessful subjects were: restructuring, prefabricated patterns, repetitions, hesitations and fillers respectively. The significant difference here appeared in reference to language switch in the retrospective comments. Subjects who did

not determine their communicative goal successfully switched to Polish more 0,60 (per person) than the successful ones (0,36).

## **4.2. Cooperative strategies.**

The category of cooperative strategies was categorised in most taxonomies as a linguistic one. In our data presentation they constitute a connecting link between linguistic and paralinguistic ones.

### **4.2.1. In/direct eye gaze.**

We decided to treat in/direct eye gazes as separate category which does not belong to the category of facial expression. We decided to treat it as feedback strategy. This was the most productive of all strategies applied.

There were only 7 retrospective comments concerning subjects' initiating eye contact (S4), (S5), (S14), (S16\*), (S22), (S41), (S46\*) which we present below:

*(S4) I looked up at the ceiling, in window to, to find some ideas what to say, I think that at one part because I don't know if I was supposed to but I kept looking at you like, my, my turning my attention towards you I think it gave me some motivation to speak on it may have given me more ideas there was this one instance when I didn't know what to say then I turned to you and then and that cleared, somehow cleared my thoughts and, and gave me a new start that is to say, and so you would probably notice that on the recording that's when some more reflections on the topic came about like, something like that,*

*(S5) I was not talking with somebody but you were sitting here um I need fa... contact, eye contact, yes, so when I was saying something I looked at you or you so as you two to nod maybe your head so I need this eye contact and but most of the time I was looking down and it is not common for me maybe if you sat here in front of me it would be easier to look straight into your face*

*(S14) I try to keep up the eye contact (T)*

*(S16\*) I was trying to keep an eye contact, yes, and I was using it, yes to maintain this contact.*

*(S22) When I didn't know what to say I was looking at the camera or you (T)*

*(S41) When I'm thinking about something I look at the ceiling or the window (T)*

*(S46\*) When I was trying to convince you to what I was saying I looked at you (T)*

Despite of the fact that the category of in/direct eye gazes was the most productive strategy only seven of subjects could account for its application and those who provided

retrospective comments categorised it as feedback strategy.

We have collected a corpus of 1257 in/direct gazes and we checked what the distribution was in reference to each of the groups (**Tab. 26**).

	Number of in/direct gazes
Unsuccessful	756
per/person	<b>19.04</b>
Successful	501
per/person	<b>22.77</b>

**Tab. 26:** *Number of registered in/direct gazes*

It appeared that the successful subjects were seeking eye contact more than the unsuccessful ones (15%). They were checking the response of the interlocutor to the answers more often than the unsuccessful ones. We also wanted to check if there are any differences in reference to accompaniment of in/direct eye gazes by other paralinguistic strategies (**Tab. 27**).

	assessing	retrieval	representational	tension reduction	tightening of the lips	squinting	vertical frown	horizontal frown	smile	laughter	total
Unsuccessful	1	33	121	25	31	5	16	99	53	0	384
per/person	<b>0,02</b>	<b>0,86</b>	<b>3,18</b>	<b>0,65</b>	<b>0,81</b>	<b>0,13</b>	<b>0,42</b>	<b>2,60</b>	<b>1,39</b>	<b>0,00</b>	<b>10,06</b>
Successful	0	37	78	8	8	4	1	67	37	8	248
per/person	<b>0,00</b>	<b>1,68</b>	<b>3,54</b>	<b>0,36</b>	<b>0,36</b>	<b>0,18</b>	<b>0,04</b>	<b>3,04</b>	<b>1,68</b>	<b>0,36</b>	<b>11,24</b>

**Tab. 27:** *Number of paralinguistic strategies accompanying repetition strategy of successful and unsuccessful subjects.*

Here the result was also higher for the successful ones as if they were attempting to consciously enhance their utterance by means of paralinguistic messages.

#### **4.4.2. Waiting for feedback.**

There were only 12 registered waiting for feedback strategies applied by 10 subjects who in 80% applied them just once.

Waiting for feedback strategy was mostly exemplified by question tags and

rhetorical questions. The table below shows the number of strategies used by both of the groups.

	Number of waiting for feedback strategies
Unsuccessful	9
per/person	<b>0,23</b>
Successful	3
per/person	<b>0,13</b>

**Tab. 28:** *Number of the application of waiting for feedback strategies – unsuccessful and successful subjects.*

The majority of waiting for feedback strategies was applied by unsuccessful subjects. As the unsuccessful group applied more waiting for feedback these were automatically more often accompanied by paralinguistic strategies (**Tab.29**)

	representational	tension reduction	tightening of the lips	squinting	horizontal frown	smile with a gaze	total
Unsuccessful	0	1	1	1	3	5	11
per/person	<b>0,00</b>	<b>0,02</b>	<b>0,02</b>	<b>0,02</b>	<b>0,07</b>	<b>0,13</b>	<b>0,26</b>
Successful	1	1	0	0	0	0	2
per/person	<b>0,04</b>	<b>0,04</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>0,08</b>

**Tab. 29:** *Number of paralinguistic strategies accompanying waiting for feedback - unsuccessful and successful subjects*

The greatest difference in the way waiting for feedback strategy was accompanied by paralinguistic strategies occurs in the case of smile with a look and horizontal frown, which proves that the smile is to evoke positive emotion-related response in the listener.

#### 4.2.3. Direct appeal for help.

The strategy of direct appeal for help was applied only by subjects who did not succeed in determining their communicative goal. These were subjects (**S14**) whose appeal for help was accompanied with smile and a look, (**S54**) whose appeal was accompanied with a smile and a horizontal frown, and (**S59**) who tightened their lips before appealing for help.

### 4.3. Paralinguistic communication strategies.

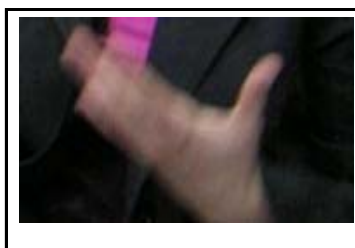
In communication strategies' taxonomies in very general terms: mime (Tarone, 1977), paralinguistic strategies (Corder, 1983), using non-linguistic resources (Little, 1984), mime understood as replacing and accompanying verbal input (Paribakht, 1985), non-linguistic strategies (Ellis, 1994), non-linguistic signals – mime, gesture, facial expression or sound imitation - (Dörnyei, 1995). We decided to investigate how they function in the utterances of advanced foreign language users.

#### 4.3.1 Registered gestures and subjects' retrospective comments.

We have decided to observe a fixed number of gestures which can be categorised as tension reduction as well as assessment, retrieval and representational ones.



**Pic. 3:** *Gesture of assessment*



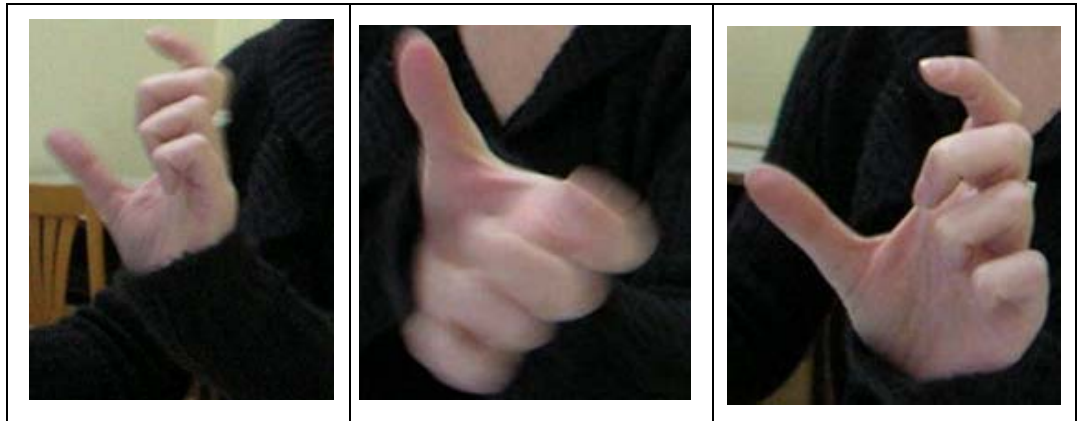
**Pic. 4:** *Retrieval gesture*  
(a)



**Pic. 5:** *Retrieval gesture*  
(b)



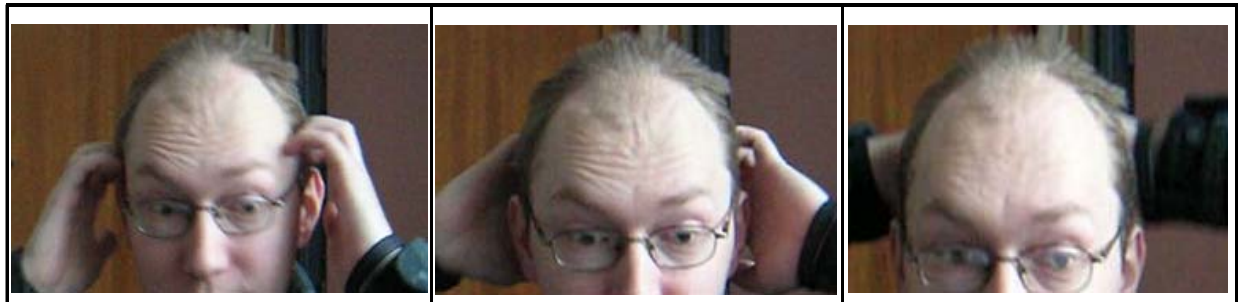
**Pic. 6:** *Retrieval gesture*  
(c)



**Pic.7:** *Representational gesture (a)*

**Pic. 8:** *Representational gesture (b)*

**Pic. 9:** *Representational gesture (c)*



**Pic. 10:** *Tension reduction (a)*

**Pic. 11:** *Tension reduction (b)*

**Pic. 12:** *Tension reduction (c)*

The great majority of subjects (44) could not provide any retrospective comments after having watched their utterances.

This was the most widely commented aspect of all, however, subjects could not account for the relevance of gestures in their utterances. The comments they provided were mostly of descriptive nature.

*(S2\*) Generally, I can say that I probably use too much gesture things like always waving my hand, and always moving but it is like fidgeting all the time, ok. And I always move I'm very lively and very energetic so I always move my hands, ok and it's like to maybe to to to finish what I want to say somehow like ok, make the utterance longer, ok*

*(S8\*) When it comes to gestures, well I have a wide range...usually I try.. this is why I'd taken that position...not moving my hands that much...for me from what I can see it is important because the message I convey by gesture is more important than words. It seems*

to me that the gestures that I would decide to use would reflect what I wanted to say. (T)

(S10) First of all there's a lot of gesticulation as you can see here on that recording, it shows but I don't know if it's that important I often poprawiam my hair (T)

(S12\*) I know people tell me that I use a lot of gesture that I am gesturing a lot... because some let's say dictionary problems so when you are waving hands, doing circles making circles when you need to push something or just make it go out of your body no idea about other gestures

(S14\*) Yes I move my hands a lot I try to help myself that way. When I didn't know how to say something or I wanted to start...then I always, I noticed that I put my hand to my mouth, I don't know why. Maybe it means something. Gestures were for me to save my or I don't know your time. I noticed that I move a lot. These gestures or straightening my clothes, I don't know what it means – about some uncertainty, that you are not sure what you want to say and express some of your opinions. I gesture a lot and I think it distracts. (T)

(S15) obviously the gestures were more visible when I was wondering about something and especially when I was talking about those people who don't see and don't feel anything and so on

(S16\*) when I'm nervous I always use gestures, yes. I notices that at the beginning I tried to stay calm but then when I realized that it won't be that easy I had to support my verbal communication with some gestures but they were quite coherent with what I said yes, because when I used for example gradual education, the whole world they were more or less connected with what I was saying um... they weren't relevant they were just a supplement to what I tried to express.

(S17\*) I guess I used some gestures um yeah I use gestures when I want to explain something like right now so um I guess they were relevant these were the moments when I just wanted to make clear for you.

(S19\*) it I kept fidgeting, I kept well, .....adjusting myself to the seat

(S20\*) May be I'll comment on my gestures I realize that I realize for some time That I do use a lot of gestures especially where there's something um....you know casual and physical that I can actually show like level, emotions, expressing emotions and is in, I think that it makes conversation and monologue in this case more vivid and helps to express opinions

(S21) I think that body language show here more or less what I felt and that I didn't know what to say and that I was a little lost and it turned out the way it turned out (T)

(S22) There was a lot of this, my ... - hand operations. And gestures one can notice them. Generally, they spoke for themselves, didn't they (T)

(S24) Um, when it comes to body language, gesturing it looks a bit strange (T)

(S25) When it comes to my gestures I think when I I hesitate um then I use them. I mean : I move my hands and sort of swinging on a chair and um and I may have problems with um with what I want to say.

(S26) I gesticulated too much I could only see it on the screen. I'm not sure if my gesticulation was at all connected with , well if they were adequate to what I was talking about. Any way in the moments I could not express some of my opinions I thought that with hand it's going to be easier. (T)

(S27) Well, it somehow helped me, because somehow strengthened my utterance ...I don't know... it helped me to make such gestures. Somehow it helps me to explain what I mean

(S28) The way it was at the recording – a lot of hand movement, I tried to help myself to make up for what I didn't know with hand but...or maybe you can't do it this way (T)

(S29\*) Yeah, I normally use a lot of body language, a lot of, yeah gesture and everything. But here I didn't, I don't know why.

(S30) And gestures. I tend to correct my fringe, to correct my fringe from my forehead and turn my sight in some other direction like I was searching for something on the walls or something.

- (S31) *And to gestures... In the beginning when I came here I wanted to make a pyramid, something like this. I don't know... I didn't use it, but I was thinking when I was on the other side...and it means that you are calm... That's why. But later it was like... moving and waving with them.*
- (S32) *When I speak I move my hands a lot. This is what I noticed. And most often I do that to emphasise what I say. And this is most often emphasis of what I'm talking about (T)*
- (S33\*) *When it comes to such physical relaxation I'm quite happy about it (T)*
- (S34\*) *I guess gestures help me to to express my utterances, my point of view, um, and I often, um, just use my hands to to express something, I often talk even with my hands...My gestures are for me very uncontrollable. I cannot control them.*
- (S35\*) *I was discernable that when I didn't know what to say I was for example um nodding with my head or how to say swinging in all the sides, all the directions and when I became secure as if I stopped this swaying and I started performing some gestures with my hands as if more open because I wasn't that distressed somehow*
- (S36) *Um, (laughter) I mean there's a lot of gesticulation. Um, I mean there was such gesture when I was speaking. Some people say this is a gesture of resignation. I think more mimicry than gesticulation. When I was talking about somebody who who is to be decisive and aiming at what they they want I did what I'm doing now I'm showing it with my gesture and facial expression. And one can see this wondering, you know I look somewhere farther. When it comes to stress I was playing with my bracelet. It shows beautifully. (T)*
- (S37) *Gestures I don't know this is me – this is my natural behaviour (T)*
- (S39\*) *so the gestures were, let's say pretty wild, especially with hands and also the facial gestures, using mimics and so on, that was also very very wildly. and I think that they were, in my case, it is very important to use gestures cause that a allows me to to communicate even more easily as it is, cause sometimes body language can can carry more informations than word, so if you... some words with gestures it has, it's more understandable, simple*
- (S40\*) *My gestures here were more... usually I'm not gesticulating when I talk to people, it was very important. Usually I don't gesticulate and here I couldn't find word for certain things I think this is the reason I used them. Usually I try to tame them. When it comes to facial expressions the same tragedy. I don't know terrible. When I look at myself it makes me scared they were so actor-like as if, I don't know what I wanted to express really (T)*
- (S41) *Straightening of my sleeves I could see (T)*
- (S42) *I am always very stressed that is why I gesticulate a lot, these nervous movements, you can see this stress here. In my case these gestures are my kind of manner (T)*
- (S43) *Um, for sure my gestures express my nerves and the way I feel anxious and tense about any oral - maybe not examination this time – but any oral... practice, let say... well, I know that I do some gestures with my hands that do not go together with what I'm saying. The only thing I've noticed this time that was more-less correct was, when I started to talk about children in Africa and I saw this picture, I wanted to visualise it some how with my hands, but on other occasions it's like unconscious movement of my hands. Usually to do something with my hair or to touch like something on on my face and nose. But I think it's connected with nerves and doing something... else and talking.*
- (S44) *What's more I always do something with my hands. Well, probably no matter what the situation is, whether this is with friends or strangers. Yes I always do something with my hands. This is very typical for me.(T)*
- (S46\*) *Um, what is striking me, gestures and that I use them for emphasis. Well, I do it subconsciously but I thought that I gesticulate less...and here I can see that I gesticulate more. It seems to me that this gesticulation, well was quite rich but not exaggerated and it didn't look bad, I suppose. I saw that I show my palm, which means that I'm telling the truth because this is subconscious. I read a book about it and and about body language that when we don't lie we show something like that (T)*
- (S47\*) *The most important part is all the spaces fit with “um” and um my moves.*
- (S49\*) *Covering my mouth with my hand, unforgivable and those gestures unnecessary, not*



*needed because it shows that I don't know what to say. It shows that I'm stressed and I can't hide it (T)*

*(S50) And of course hand movement: dubbing my nose etc. (T)*

*(S51\*) There is no such varied gesticulation. Let's say I can't see myself moving my hands that much. (T)*

*(S52) When it comes to gestures I would prefer to have a ball pen in my hand because I was taught that it takes away the stress and then you gesticulate less. (T)*

*(S53\*) I mean I see that when I speak I gesticulate a lot with my hands and as I said there's a lot of such gesticulation when I lack some words then I try to help myself with hands (T)*

*(S54) When the person looks for something when they strive to express something and well the second person is able to understand I try to help myself with gestures so as to picture my utterance and this is to what I'm aiming (T)*

*(S55) As far as gestures are concerned what I noticed when there were some grater intervals then I was moving my hand only in horizontal level. When there was the word neither I show it like that. There were also some word elements but it didn't bring any effect because well everybody knows that body language plays an important part. I was correcting my glasses. I don't know if it indicates something. Besides I was quite stiff, I just moved my hands. (T)*

*(S58) When it comes to gestures I think that I was rather quiet I didn't wale my hands too much. I am not very gesticulating person on the whole only if there are some strong emotions involved, I don't know some football matches or something like that. I happens to most of men then they are reacting very vigorously. But I don't think I generally behave vigorously. (T)*

*(S59) well there were some gestures when I think about something*

*(S60) When I hesitate I think I use gestures, I start turning my head, nod nodding not shaking but different facial expressions and some gestures.*

Subjects could classify only 43% of types of the observed gestures. From the descriptive data we obtained from retrospective comments we were able to classify them into groups we have taken into consideration in our research.

		$\Sigma$	mean score/ pp	min.	max.	%
Registered	Observed	125	2,08	0	4	100
	Without retrospective comments	71	1,18	0	4	57
	In retrospective comments	54	0,9	0	3	43

**Tab. 30:** *Observed types of gestures and retrospective comments on types of gestures used*

Out of the two most productive gestures namely: representational and retrieval, subjects could recognise only one.

After the observation of subjects' utterances we decided to take into consideration

only the three types of gestures: representational, retrieval and tension reduction respectively.

Before the analysis of the collected corpus of 514 gestures we wanted to check how many types of gestures (out of 4 taken into consideration in our research) were recognised by successful and unsuccessful subjects. The results are shown in **Table 31**.

			$\Sigma$	mean score/ pp	min.	max.
Registered	Observed	U	80	2,10	0	4
		S	45	2,00	0	4
	Without retrospective coments	U	49	1,28	0	4
		S	23	1,04	0	4
	In retrospective coments	U	31	0,81	0	2
		S	22	1,00	0	3

**Tab. 31:** *Retrospective comments on types of gestures used by subjects*

As far as the general application of gestures is concerned there are no major differences between the successful and unsuccessful subjects, there is also no difference between the two groups in reference to the recognition of types of gestures. It is the number of gestures made that constitutes a significant difference here as successful subjects gesticulate more (**Tab.32**).

	Assessing	Retrieval	Representational	Tension reduction	Total
Unsuccessful	4	94	131	71	300
per/person	<b>0,11</b>	<b>2,47</b>	<b>3,45</b>	<b>1,87</b>	<b>7,89</b>
Successful	2	74	110	28	214
per/person	<b>0,09</b>	<b>3,36</b>	<b>5,00</b>	<b>1,27</b>	<b>9,73</b>

**Tab. 32:** *Number of gestures used by unsuccessful and successful subjects*

Despite of the fact that successful subjects on average perform more representational gestures and retrieval ones being most frequent, the unsuccessful subjects perform more gestures of assessment and tension reduction. The tension reduction gestures

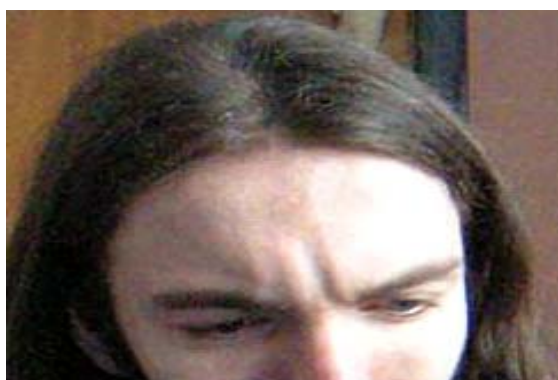
are more numerous in the unsuccessful group as they did not determine their communicative goal which disturbs their performance throughout their utterance.

#### **4.3.2. Registered facial expressions and subjects' retrospective comments.**

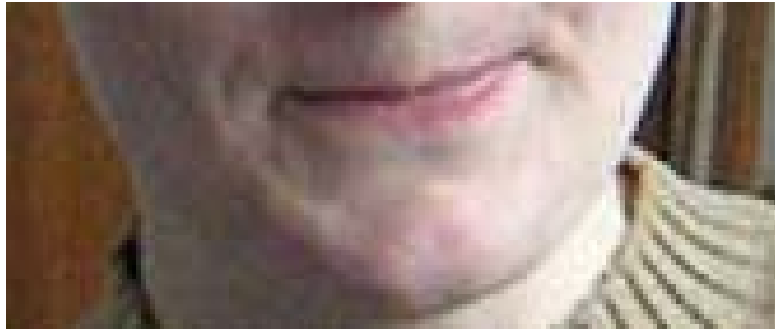
The facial expressions which we took into consideration include: horizontal frown (the contraction of *inner* and *outer frontalis* muscles), vertical frown (the contraction of *corrugator* muscle group), tightening the lips (the contraction of *orbicularis oris* muscle), squinting (the contraction of the inner part of *orbicularis oculi* muscle) and we have also taken into consideration of subjects' smiles.



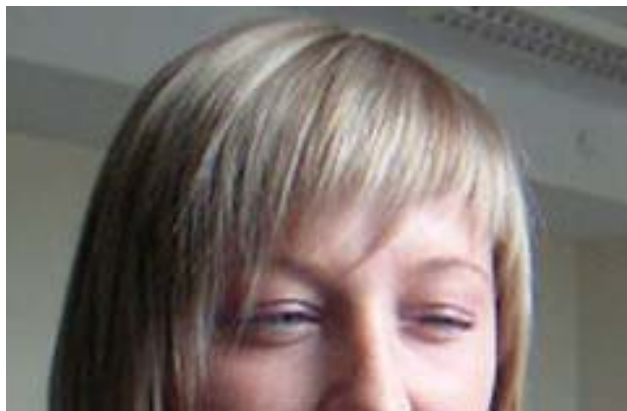
**Pic. 13:** *Horizontal frown (the contraction of inner and outer frontalis muscles)*



**Pic. 14:** *Vertical frown (the contraction of corrugator muscle group)*



**Pic. 15:** *Tightening the lips (the contraction of orbicularis oris muscle)*



**Pic. 16:** *Squinting (the contraction of the inner part of orbicularis oculi muscle)*

Almost half of the subjects provided retrospective comments on facial expressions they observed in their utterance (Fig)

The category of facial expressions was another category which was widely commented on by the subjects, although the same as in the case of gestures it was mostly descriptive nature. These are the retrospective comments subjects provided:

**(S2\*)** *this moment of looking up, as if taking the ideas from the ceiling from somewhere because I've got photographic memory and sometimes when I am ought to refresh my memory I want to see something once again I look somewhere in a black space and I read it back, ok*

**(S4)** *I looked up at the ceiling, in window to, to find some ideas what to say, I think that at one part because I don't know if I was supposed to but I kept looking at you like, my my turning my attention towards you I think it gave me some motivation to speak on it may have given me more ideas*

**(S7)** *Well I frown it happens to me quite often (T)*

**(S14)** *My face shows everything. Avoiding eye contact, smile of the kind well I AM to say*

something but the problem is I don't know what to say and this gazing I try to look at you when I'm talking kind of control I mean eye contact. Actually this is wrong word I think rather keeping eye contact. (T)

(S16\*) I noticed that from time to time I spoke that I was kind of trying to laugh or smile yes, so I don't know I think it was hiding ... my ignorance in fact. Yes, so I'm laughing at that moment. I didn't notice any other facial expressions I'm sure that if there were any they weren't relevant.

(S17\*) My facial expressions right, it like, I don't know, how can I assess them when I'm thinking I'm just looking somewhere and just trying to concentrate right it's not well when I'm hesitating sometimes I'm smiling and sometimes I need some moments of silence even.

(S20\*) when I, when I am at loss for words I either lower my eyes or looked in some different directions like I try to escape the eyes of interlocutor or the eye of a camera

(S21) I think that it show that I don't really know what to say and this all stresses me here. I have always had rich mimics. (T)

(S22) There was a lot of these my face operations. The moments when I didn't know what to say I didn't look in the camera or you – which is bad. Generally when I'm sure of what I'm talking about I look at people with whom I'm talking. It showed here that I didn't feel comfortable here. (T)

(S23\*) The smile on my face seems to make quite good impression when I look at myself now. It had also made an impression that I'm sure of what I'm talking about and that I'm not making it up (T)

(S28) There are a lot of facial expressions on that recording (T)

(S29\*) I didn't notice anything special about facial expressions

(S30) I tend to odwracać wzrok w inną stronę like I was searching for something on the walls or something. Um, I smiled, I don't know why but maybe it's a kind of panical.

(S31) I made some body language connected with my mouth and the lips were going in two directions and something happened to my chin

(S32) It shows that I'm wondering on something because at that moment I look at at particular place somewhere there. Yes, this is in reference to what I wanted to say. I'm just wondering then. (T)

(S33\*) Despite of being very critical I can say that when it comes to my face or such physical calmness. I am satisfied with myself. (T)

(S34\*) I guess they are pretty pretty relevant in in any kind of a communication, any kind of a speaking task because, um, we sometime, we convey something through them. It's our body language so so this is one thing we we have to do. And it depends on personal, I guess, um, qualities. If a person is more open, maybe, um, he or she uses like more gestures and facial expression. I do it, I I saw that I do it so. And I know that I do it, I guess.

(S35\*) I was nodding my head (T)

(S36) Well this facial expression surely you can see that wondering I look somewhere farther. When it comes to stress I play with my bracelet. It shows beautifully (T)

(S37) I mean it doesn't actually show that I was taken aback that I was scared by the camera or something like that, it looked quite nature, the way I always behave. (T)

(S38\*) The facial expressions were not really relevant to what I wanted to say

(S39\*) so the gestures were, let's say pretty wild, especially with hands and also the facial gestures, using mimics and so on,

(S41) I always roll my eyes when I'm wondering about something then my eyes go somewhere to the ceiling or to the window – this is my manner. I have noticed it long time ago and here it is the same (T)

(S46\*) Well, it seems to me that O tried to convince you to my... I was glancing what you... whether your facial expressions show what you think about it (T)

(S48\*) I, I, I looked at the question well quotation a couple of times am, searching for new ideas,

(S49\*) Well, if I didn't roll my eyes that much it would be even better, wouldn't it. Because

it also shows that I don't know what I'm talking about (T)

(S51\*) And of course I rather don't look in the camera. I don't know it embarrasses me. I think... I only look at that sentence as if I was trying to read something from it that could help me, or I was looking in the window. When I look in the camera then I decisively smile. And I think that my facial expressions refer to what I'm talking about because when I was talking about a cat there was this expression of daydreaming on my face (T)

(S55) I missed some words and then I was trying to find some inspiration looking at what you have here at your desk or in the window (T)

Out of the seven categories of facial expressions subjects could not recognise any which is indicated by 0,26 score in the mean score column.

		$\Sigma$	mean score/ pp	min.	max.	%
Registered	Observed	226	3,76	1	6	100
	Without retrospective comments	210	3,5	1	6	93
	In retrospective comments	16	0,26	0	2	7

**Tab. 33:** Types of registered facial expressions and retrospective comments.

Out of 226 facial expressions registered only 16 appeared in subjects' retrospective comments.

The same as in the case of gestures, before analysing facial expressions we collected corpus of 1020 facial expressions. We wanted to check how aware about their facial expressions both groups of subjects are. The results of retrospective comments are shown in **Table 34**.

		$\Sigma$	mean score/ pp	min.	max.
Observed	U	139	3,66	1	6
	S	87	3,95	2	6
Without retrospective comments	U	129	3,39	1	5
	S	81	3,68	2	5
In retrospective comments	U	10	0,26	3	6
	S	6	0,27	2	6

**Tab. 34:** Types of facial expressions made by unsuccessful and successful subjects

Both groups of subjects can be characterised as having no knowledge of the importance of facial expressions in communication. On average they could not distinguish a single facial expression out of 8 which we have taken into consideration in our research.

The most often performed facial expressions (**Tab. 35**) in both groups are horizontal frowns, tightening of the lips and smiles with a gaze respectively.

	tightening of the lips	squinting	vertical frown	horizontal frown	smile	smile with a gaze	laughter	total
Unsuccessful	102	18	40	294	47	54	21	579
per/person	<b>2,68</b>	<b>0,47</b>	<b>1,05</b>	<b>7,74</b>	<b>1,24</b>	<b>1,42</b>	<b>0,55</b>	<b>15,15</b>
Successful	79	9	20	221	18	36	28	441
per/person	<b>3,59</b>	<b>0,40</b>	<b>0,90</b>	<b>10,04</b>	<b>0,81</b>	<b>1,63</b>	<b>1,27</b>	<b>18,64</b>

**Tab. 35:** *Number of facial expressions made by unsuccessful and successful subjects*

There were however differences in the frequency of the performance of the expressions between successful and unsuccessful subjects. The successful subjects performed more of the mentioned above expressions.

#### **4.4. Paralinguistic strategies and linguistic communication strategies.**

Having observed linguistic and paralinguistic strategies we also decided to investigate how the linguistic strategies were accompanied by the paralinguistic ones. We have decided to include in/direct eye gaze into the category of paralinguistic strategies although we have categorised it as cooperative strategy.

Another issue which we took into consideration in our research were the difference between the degrees to which subjects' linguistic strategies were accompanied by paralinguistic strategies. We present it in form of tables in which we show how the paralinguistic strategies accompanied the linguistic ones.

- **Paralinguistic strategies accompanying repetition**

The linguistic strategy of repetition was in 59% accompanied by paralinguistic

strategies The most often accompanying was: in/direct gaze, horizontal frown and the gestures of retrieval.

Repetitions which were second in reference to successful subjects and third in reference to unsuccessful subjects were accompanied by the following paralinguistic strategies (**Tab.36**).

	in/direct eye gaze	retrieval	represent ational	tension reduction	smile	tightening of the lips	squinting	vertical frown	horisontal frown	smile with a gaze	laughter	total
Unsuccessful	32	10	11	13	2	5	3	6	24	1	1	108
per/person	<b>0,84</b>	<b>0,26</b>	<b>0,28</b>	<b>0,34</b>	<b>0,05</b>	<b>0,13</b>	<b>0,07</b>	<b>0,15</b>	<b>0,63</b>	<b>0,02</b>	<b>0,02</b>	<b>2,84</b>
Successful	27	9	4	2	0	1	0	6	13	1	1	64
per/person	<b>1,22</b>	<b>0,40</b>	<b>0,18</b>	<b>0,09</b>	<b>0,00</b>	<b>0,04</b>	<b>0,00</b>	<b>0,27</b>	<b>0,59</b>	<b>0,04</b>	<b>0,04</b>	<b>2,90</b>

**Tab. 36:** *Number of paralinguistic strategies accompanying repetition strategy of repetition - unsuccessful and successful subjects.*

Although the number of paralinguistic strategies was very similar in both groups there were certain paralinguistic strategies more frequent for successful subjects like: indirect eye gaze, horizontal frown, gesture of retrieval and vertical frown. In the unsuccessful group: indirect eye gazes, horizontal frown, tension reduction and representational gestures.

- **Paralinguistic strategies accompanying use of all purpose words**

The linguistic strategy of all purpose words was in 48% accompanied by paralinguistic strategies. The most often accompanying was: in/direct gaze, the gestures of retrieval and representational gestures. All purpose words were mostly applied by successful subjects whose frequency placed them on the third place.

	in/direct eye gaze	assessing	retrieval	represent ational	tension reduction	horisontal frown	total
Unsuccessful	10	1	1	2	1	0	15
per/person	<b>0,26</b>	<b>0,02</b>	<b>0,02</b>	<b>0,05</b>	<b>0,02</b>	<b>0,00</b>	<b>0,39</b>
Successful	5	0	3	1	1	1	11
per/person	<b>0,22</b>	<b>0,00</b>	<b>0,13</b>	<b>0,04</b>	<b>0,04</b>	<b>0,04</b>	<b>0,50</b>

**Tab. 37:** *Number of paralinguistic strategies accompanying the use of all purpose words - unsuccessful and successful subjects.*



In case of the application of all purpose words they were more frequent accompanied by paralinguistic strategies in case of successful subjects especially in case of gestures of retrieval. The unsuccessful subjects' comments were more often accompanied by in/direct gazes.

- **Paralinguistic strategies accompanying restructuring**

Restructuring was the most frequently applied strategy in both successful and unsuccessful groups. The way it was accompanied by paralinguistic strategies is presented in **Table 38**.

	in/direct eye gaze	retrieval	representational	tension reduction	smile	tightening of the lips	horizontal frown	smile with a gaze	laughter	total
Unsuccessful	20	3	5	1	4	4	15	0	0	52
per/person	0,52	0,07	0,13	0,02	0,10	0,10	0,39	0,00	0,00	1,36
Successful	12	10	2	0	0	2	4	1	1	32
per/person	0,54	0,45	0,09	0,00	0,00	0,09	0,18	0,04	0,04	1,45

**Tab. 38:** *Number of paralinguistic strategies accompanying restructuring strategy - unsuccessful and successful subjects.*

The successful group significantly surpasses the unsuccessful one in accompanying the linguistic strategy of restructuring in: in/direct eye gazes and retrieval and in case of the unsuccessful ones: in/direct eye gazes and horizontal frowns.

- **Paralinguistic strategies accompanying literal translation**

The linguistic strategy of literal translation was in 57% accompanied by paralinguistic strategies. The most often accompanying was: in/direct gaze, horizontal frown and tightening of the lips.

Literal translation was mostly applied by the group of unsuccessful subjects and these were their group whose linguistic strategies were most often accompanied by paralinguistic strategies which is presented in **Table 39**.

	in/direct eye gaze	tension reduction	tightening of the lips	squinting	vertical frown	horisontal frown	laughter	total
Unsuccessful	8	1	1	1	1	4	0	16
per/person	<b>0,21</b>	<b>0,02</b>	<b>0,02</b>	<b>0,02</b>	<b>0,02</b>	<b>0,10</b>	<b>0,00</b>	<b>0,42</b>
Successful	4	0	2	0	1	0	1	8
per/person	<b>0,18</b>	<b>0,00</b>	<b>0,09</b>	<b>0,00</b>	<b>0,04</b>	<b>0,00</b>	<b>0,04</b>	<b>0,36</b>

**Tab. 39:** *Number of paralinguistic strategies accompanying literal translation – unsuccessful and successful subjects.*

The unsuccessful group's literal translations were accompanied by a greater number of in/direct gazes and horizontal frowns. In the successful group when subjects applied the strategy of literal translation it was accompanied by tightening of the lips, vertical frown and a laughter.

- **Paralinguistic Strategies accompanying language switch**

The linguistic strategy of language switch was fully accompanied by paralinguistic strategies. The most often accompanying was: horizontal frown and laughter.

Language switch was one of the least applied strategies and at the same time it was not accompanied by many paralinguistic strategies (**Tab. 40**).

	in/direct eye gaze	retrieval	laughter	horisontal frown	total
Unsuccessful	0	1	2	2	5
per/person	<b>0,00</b>	<b>0,02</b>	<b>0,05</b>	<b>0,05</b>	<b>0,12</b>
Successful	1	0	0	1	2
per/person	<b>0,04</b>	<b>0,00</b>	<b>0,00</b>	<b>0,04</b>	<b>0,08</b>

**Tab. 40:** *Number of paralinguistic strategies accompanying language switch - unsuccessful and successful subjects.*

Although the number of the applications of language switch strategy was very small the number of accompanying was quite similar with a slight domination of the accompanying paralinguistic strategies in the unsuccessful group. Only in case of in/direct eye gazes the successful group recorded more instances of accompaniment.

- **Paralinguistic Strategies accompanying prefabricated patterns**

The linguistic strategy of prefabricated patterns was in 47% accompanied by paralinguistic strategies. The most often accompanying was: horizontal frown, in/direct gaze and the gestures of retrieval.

The instances of application of prefabricated patterns were different in two groups. In case of successful group they were on the third place and in case of the unsuccessful on the second. The way they were accompanied by paralinguistic strategies (**Tab. 41**).

	in/direct eye gaze	assessing	retrieval	representational	tension reduction	smile	tightening of the lips	squinting	vertical frown	horizontal frown	smile with a gaze	laughter	total
Unsuccessful	22	1	5	3	3	3	4	1	2	22	5	1	72
per/person	0,57	0,02	0,13	0,07	0,07	0,07	0,10	0,02	0,05	0,57	0,13	0,02	1,89
Successful	7	0	3	0	1	1	5	0	2	12	0	0	31
per/person	0,31	0,00	0,13	0,00	0,04	0,04	0,22	0,00	0,09	0,54	0,00	0,00	1,40

**Tab. 41:** *Number of paralinguistic strategies accompanying prefabricated patterns - unsuccessful and successful subjects.*

The linguistic strategy of the application of prefabricated patterns was mostly accompanied by paralinguistic strategies in case of unsuccessful subjects. In both groups more frequent were: horizontal frowns and in/direct gazes.

- **Paralinguistic Strategies accompanying fillers**

The linguistic strategy of fillers was in 53% accompanied by paralinguistic strategies. The most often accompanying was: horizontal frown, in/direct eye gaze and tension reduction gestures.

The strategy of applying fillers was most frequently used by successful subjects but was third in number of applications in case of unsuccessful subjects.

	in/direct eye gaze	retrieval	representational	tension reduction	smile	tightening of the lips	squinting	vertical frown	horizontal frown	smile with a look	total
Unsuccessful	11	0	1	1	1	3	1	0	30	1	49
per/person	0,28	0,00	0,02	0,02	0,02	0,07	0,02	0,00	0,79	0,02	1,28
Successful	7	1	0	6	1	0	2	1	3	0	21
per/person	0,31	0,04	0,00	0,27	0,04	0,00	0,09	0,04	0,13	0,00	0,95

**Tab. 42:** *Number of paralinguistic strategies accompanying fillers - unsuccessful and successful subjects.*

The number of paralinguistic strategies accompanying fillers was in both groups quite similar. The successful group's utterances were accompanied by in/direct gazes and tension reduction and the unsuccessful by tightening of the lips and horizontal frown.

- **Paralinguistic Strategies accompanying hesitation sounds**

The linguistic strategy of hesitation sounds was in 34% accompanied by paralinguistic strategies. The most often accompanying was: horizontal frown, the gestures of retrieval and tension reduction. Although screwing up the lips has the greatest registered number we decided not to take it into consideration in case of hesitation sounds as it is too closely related to bilabial place of articulation of the *m* consonant.

This was the most frequently applied strategy of all was the application of hesitation sounds and it appeared one of the least accompanied by paralinguistic strategies (**Tab.43**).

	in/direct eye gaze	assessing	retrieval	represent ational	tension reduction	smile	tightening of the lips	squinting	vertical frown	horizontal frown	smile with a gaze	laughter	total
Unsuccessful	10	0	14	6	18	4	52	4	7	34	4	0	153
per/person	<b>0,26</b>	<b>0,00</b>	<b>0,36</b>	<b>0,15</b>	<b>0,47</b>	<b>0,10</b>	<b>1,36</b>	<b>0,10</b>	<b>0,18</b>	<b>0,89</b>	<b>0,10</b>	<b>0,00</b>	<b>4,02</b>
Successful	10	5	9	0	4	1	26	2	9	17	4	2	89
per/person	<b>0,45</b>	<b>0,22</b>	<b>0,40</b>	<b>0,00</b>	<b>0,18</b>	<b>0,04</b>	<b>1,18</b>	<b>0,09</b>	<b>0,40</b>	<b>0,77</b>	<b>0,18</b>	<b>0,09</b>	<b>4,04</b>

**Tab. 43:** *Number of paralinguistic strategies accompanying hesitation sounds - unsuccessful and successful subjects.*

The data shows that both groups of utterances were accompanied by the same number of paralinguistic strategies. There were however some tendencies in the successful group more subjects' utterances hesitation sounds were accompanied by in/direct eye gaze, gestures of assessment and vertical frowns and in the unsuccessful by tightening of the lips, horizontal frowns and tension reduction gestures.

#### **4.5. Frequency of linguistic and paralinguistic strategies – compliance.**

We have collected a corpus of 1554 paralinguistic and 1650 linguistic strategies, and the linguistic strategies where in 728 times accompanied by paralinguistic strategies which constitutes 44%.

We were interested to what an extent is the percent of the paralinguistic strategies accompanying the linguistic ones, the results were quite varied (**Tab.44**). The most often accompanied was the strategy of language switch and the least the application of hesitation sound.

	Paralinguistic strategies	
	Unsuccessful	Successful
repetition	64%	51%
all purpose words	39%	69%
restructuring	59%	36%
literal translation	50%	80%
language switch	100%	100%
prefabricated patterns	47%	45%
fillers	66%	36%
hesitation sounds	34%	34%

**Tab. 44:** *Comparison of the accompaniment of the paralinguistic strategies with the linguistic ones*

There were also differences in distribution between the successful and unsuccessful group. The most striking ones were in reference to all purpose words and literal translation in which the difference exceeded 30% in reference to the unsuccessful ones and fillers where the difference exceeded 30% in reference to the successful ones. 23% in case of restructuring and 13% in case of repetition. Linguistic strategies most often accompanied by paralinguistic strategies for the unsuccessful are: language switch, fillers and repetition and for the successful group: language switch, literal translation and all purpose words.

#### **4.6. Topic avoidance.**

There was only one subject who decided to change the quotation. It was (**S45**). The request for changing the quotation was preceded by tightening, smile and smile with a look respectively. The subject did not apply any other communication strategies but asked to be given an opportunity to pick one more quotation which we did.

## **Recapitulation.**

We have collected a corpus of 231 retrospective comments which constitute only 20% out of 1140 questions asked, we registered 1650 linguistic strategies and 1534 paralinguistic strategies.

Out of 231 retrospective comments provided by subjects 146 were provided by subjects who managed to determine their goal successfully which constitutes 63% of all comments provided by subjects. Below we would like to present a summary of our data analysis:

Data collected on determining the goal of communication and assessing communicative resources of the subjects:

- 38 subjects had problems with identifying the character of the task which constitutes 63% of the sample; subjects' ability to comment on determining communicative resources was not conducive to their successful determination of the communicative goal, which might indicate that determination of the communicative goal is just an empty theoretical concept which is not applied in real life conversations;
- subjects' self-awareness in retrospective comments decreased when they were asked about their communicative goal, 72% of subjects did not provide any comments
- the retrospective comments provided on subjects' initial awareness of the communicative goal confirms that the communicative goal is an abstract concept not taken into consideration before initiating the utterance
- the above data was also confirmed by the last set of comments in which subjects could not account for the lack of reference to the instruction and quotation, after having watched their own utterances 48% of were not able to provide any retrospective comments on their comprehension of the instruction and quotation; in the successful group 80% of subjects were certain about their goal of communication and in the unsuccessful group 57% of subjects could recognise that they missed their communicative goal;

- more than half of subjects could not determine what caused problems in their utterance

As far as summary of the data on the planning component is concerned:

- subjects either did not provide any retrospective comments or decisively stated that they did not plan their utterances, only 1 out of 4 comments in which subjects stated that they planned their utterance belonged to the subject who determined their communicative goal successfully;
- 83% of subjects planned locally, which was realised by the application of paraphrase, restructuring and circumlocution.
- almost all subjects from both successful and unsuccessful group who provided their retrospective comments declared in their retrospective comments that they did not plan their utterances;
- the successful subjects applied restructuring strategy 36% more frequently than unsuccessful ones; restructuring was in 50% accompanied by paralinguistic strategies, the most often accompanying ones were: in/direct gaze, horizontal frown and the gestures of retrieval; the successful group significantly surpasses the unsuccessful one in accompanying the linguistic strategy of restructuring in: in/direct eye gazes and retrieval and in case of the unsuccessful ones: in/direct eye gazes and horizontal frowns;

The execution component:

- out of linguistic communication strategies subjects most often enumerated: restructuring, repetition and prefabricated patterns, our observation, however, shows that filling the silence in the form of hesitation sound was by far the most popular one, only one strategy was recognised by subjects in their retrospective comment; there were no major differences in the type of linguistic communication strategies, the most frequently applied strategies applied by successful subjects were: restructuring, repetitions and hesitation sounds as well as prefabricated patterns and all purpose words respectively, the strategies applied by unsuccessful subjects were: restructuring, prefabricated patterns, repetitions, hesitations and fillers respectively;

- the successful subjects were seeking eye contact more than the unsuccessful ones and they were attempting to consciously enhance their utterance by means of paralinguistic messages;
- the majority of waiting for feedback strategies was applied by unsuccessful subjects. As the unsuccessful group applied more waiting for feedback these were automatically more often accompanied by paralinguistic strategies;
- the most often gestures made are: representational (47%) and retrieval (33%), in the retrospective comments subjects could not determine the significance of gestures which appeared in their utterances, out of 4 gestures we have taken into consideration subjects could recognise just one; successful subjects on average gesture more (20%) representational gestures and retrieval being most frequent, the unsuccessful subjects perform more gestures of assessment and tension reduction;
- the most common facial expression was the horizontal frown, facial expressions received decisively less retrospective comments than gestures and subjects were not able to recognise any of the facial expression in question; subjects who determined their communicative goal successfully performed more facial expressions (10%) both groups performed mostly horizontal frowns, squinting and smiles with a look respectively;
- the linguistic strategies were accompanied by paralinguistic strategies in a following way:
  - repetition was in 59% accompanied by paralinguistic strategies, the most often accompanying ones were: in/direct gaze, horizontal frown and the gestures of retrieval; the linguistic strategy of repetition was in case of successful subjects accompanied by: indirect eye gaze, horizontal frown, gesture of retrieval and vertical frown; in the unsuccessful group: indirect eye gazes, horizontal frown, tension reduction and representational gestures.
  - all purpose words was in 48% accompanied by paralinguistic strategies, the most often accompanying ones were: in/direct gaze, the gestures of retrieval and tension reduction gestures; all purpose words were more frequently



accompanied by paralinguistic strategies in case of successful subjects especially in case of gestures of retrieval, the unsuccessful subjects' comments were more often accompanied by in/direct gazes;

- literal translation was in 57% accompanied by paralinguistic strategies, the most often accompanying ones were: in/direct gaze, horizontal frown and tightening of the lips; the unsuccessful group's literal translations were accompanied by a greater number of in/direct gazes and horizontal frowns, in the successful group when subjects applied the strategy of literal translation it was accompanied by tightening of the lips, vertical frown and a laughter;
- language switch was fully accompanied by paralinguistic strategies, the most often accompanying ones were: horizontal frown and laughter; there was a slight domination of the accompanying paralinguistic strategies in the unsuccessful group in reference to language switch: horizontal frown and a smile, only in case of in/direct eye gazes the successful group recorded more instances of accompaniment;
- prefabricated patterns were in 47% accompanied by paralinguistic strategies, the most often accompanying ones were: horizontal frown, in/direct gaze and the gestures of retrieval; the linguistic strategy of the application of prefabricated patterns was mostly accompanied by paralinguistic strategies in case of unsuccessful subjects, in both groups more frequent were: horizontal frowns and in/direct gazes;
- fillers were in 53% accompanied by paralinguistic strategies, the most often accompanying ones were: horizontal frown, in/direct eye gaze and tension reduction gestures; the number of paralinguistic strategies accompanying fillers was in both groups quite similar. The successful group's utterances were accompanied by in/direct gazes and tension reduction gestures and the unsuccessful by tightening of the lips and horizontal frown;
- hesitation sounds were in 34% accompanied by paralinguistic strategies, the most often accompanying ones were: horizontal frown, the gestures of retrieval and tension reduction gestures; as regards hesitation sounds in the successful group more subjects' utterances were accompanied by in/direct eye

gaze, gestures of assessment and vertical frowns and in the unsuccessful by tightening of the lips, horizontal frowns and tension reduction gestures;

- on the whole the linguistic strategies most often accompanied by paralinguistic strategies for the unsuccessful are: language switch, fillers and repetition and for the successful group: language switch, literal translation and all purpose words;

In the next chapter we will present the tendencies we observed, relationships between the components of strategic competence and evaluation of the competence of advanced users of English as well as teaching implications.

## **Chapter IX**

### **Conclusions**

#### **Introduction**

In the following chapter we will present the tendencies we observed in the analysis of data as well as relationships between the components of strategic competence. The main research findings of the previous chapter are presented here in the form of the answers to research questions.

We will start from specifying the extent to which Bachman and Palmer's (1996) model of strategic competences manages to determine the actual nature of advanced users' performance and refer it to Skehan's (1998) criticism of the model.

Next, the relationships between components and the way they were realized in the execution component will be presented.

In final, the issue of strategic competence from the subjects' perspective will be addressed. We will also reconsider and attempt to modify Bachman and Palmer's (1996) definition of strategic competence as well as teaching implications and suggestions for further research.

#### **1. Interpretation of the study results**

Our research shows that the componential model of CLA proposed by Bachman and Palmer (1996) is not only a 'check list' as Skehan (1998: 166) claims. The explicit knowledge of the components is conducive to successful communication especially if we

consider communication to be a kind of war between the outside world which comes in the form of a kaleidoscopic flux (Whorf, 1956:213) and our mental systems themselves. In our view referring to communication as war is not an exaggeration as it was genuinely time-consuming to persuade subjects to take part in the study which involved video recording of their utterances. The war metaphor brings us to the final reference to Frontius (84) and one of the titles of his *Strategmata – On determining the character of war*. At the first glance this seems to be obvious that the advanced users of language will not have any problems with determining the goal of communication and it turned out that only 37% of the researched subjects managed to do so. A student (a teacher trainee in particular) cannot be expected to go to a battlefield and “fight” that is apply the tenets of theoretical models if they are not shown the connecting link between theory and practice which would offer them practical tools for coping with demands of communication. We compared communication to a battlefield following Jacoby and Ochs (1995:171) who emphasise that the interaction does not automatically imply “affiliative or supportive interactions”. The problem is that students do not receive training in the form of theoretical background. These are only the teacher profile groups who have some theoretical background and still they are not able to successfully apply theoretical concepts into practice.

Subjects who managed to determine their goal successfully could provide more retrospective comments, which indicates to their greater awareness which did not only constitute a programmatic label but was conducive to the improvement of communication.

### **1.1. Components of strategic competence.**

The most fundamental question we posed referred to the plausibility of the Bachman and Palmer’s (1996) model of strategic competence as such, as we wanted to know whether Bachman and Palmer’s (1996) componential model of strategic competence manages to determine the actual nature of performance of advanced users of language.

On the basis of the data we collected we have to discard Skehan’s (1998:165) claim that Bachman and Palmer’s (1996) model lacks a rationale grounded in psycholinguistic mechanisms and processes (and research findings) which makes it impossible to move

beyond 'check list' status. It does not correspond to the findings of our study as some of the paralinguistic strategies realize and embody what Skehan (1998:171) refers to be programmatic labels. Components of strategic competence which are for him (1998:171) more conceptual than psycholinguistic stages are revealed in actual communication of advanced users of language. As the results of our study demonstrated, the cognitive processes are realized by paralinguistic communication strategies such as gestures or facial expressions as well as application of linguistic ones such as: restructuring strategy. The same applies to affective processes which were also embodied by gestures of assessment and facial expressions expressing high and low coping potential realized by the contraction of inner and outer frontalis muscles, corrugator muscle group, orbicularis oris muscle and inner part of orbicularis oculi muscle.

The fact emphasised by Skehan (1998: 170) is that the processes governing communication will occur for most of the time without undue need for attention, only revealing themselves more obviously when communication problems are encountered. In the light of the data we collected it turns out that it does happen without undue need for attention as the communication strategies subjects apply to achieve their communicative goals cannot be retrieved even after exposing subjects to their own utterances. However, the point Skehan (1998) made about competition for attentional resources was revealed in the results of our study on the components of strategic competence which also confirms Duchay (1991) who observed that L2 users use less gesticulation when speaking in L2. Our findings show that the subjects who determined their communicative goal successfully gesticulated more than those who did not, which indicates to the fact that their processing capacity was more loaded, not leaving any space for mobilising the motor cortex. It implies that gesticulation for rhetorical effect indicates to greater language proficiency because gesticulation is closer to their natural gesticulation frequency when speaking L1 - taking into consideration the individual differences as regards gesticulation patterns.

Thanks to the results we have obtained in our study we do not find necessary to differentiate any new components of strategic competence apart from these which were already differentiated by Bachman and Palmer (1996).

## 1.2. Character of strategic competence.

The dynamic character of strategic competence is illustrated best by its goal determination component as it is the critical moment of assessment which will influence the course of the whole utterance. The 38 subjects who did not managed to determine their goal of communication successfully had problems with identifying the character of the task which constitutes 63% of the sample; subjects' ability to comment on determining communicative resources was not conducive to their successful determination of the communicative goal, which might indicate that determination of the communicative goal is just an empty theoretical concept which is not applied in real life conversations.

As the results demonstrated, subjects who did not determine their communicative goals successfully share the view of subject (S43) who stated that their goal was *just to speak* and not make their utterances comply with the demands of the instruction. So in 63% the approach of subjects to their utterance was not strategic which implies that the subjects in question acquired the competence described by Hymes (1972) so as when to speak and when not but did not acquire the ability to refine the finer shades of identifying the nature of the task. In the view of the data we collected our subjects did not select their communication goals and identify appropriate meanings, so their approach was not strategic. Rather than analysing, subjects adjusted to the patterns they knew (Loewenstein, 2003). Their utterance took the *for and against* form as if the question in relation to the quotation was: *Do you agree or not with the following quotation* and not: *What are your associations with the following quotation?* The above reception of the instruction proves that the schemata in reference to oral exams appear to be very difficult to alter even at very advanced levels of language proficiency. It might be due to the fact that they were exposed to novel situation which was apparently a stressful one. However, taking into consideration the fact that they were final year students they should also have some stress coping strategies developed. The subjects who did not determine their communicative goal successfully applied more tension reduction gestures.

Subjects' self-awareness in retrospective comments decreased when they were asked about their communicative goal, 72% of subjects did not provide any comments. In

the group of subjects who determined their communication goal successfully 45% provided retrospective comments whereas in the unsuccessful one only 18%. It proves that the communicative goal is an abstract concept not taken into consideration before initiating the utterance.

The obtained data indicates to subjects' inability of establishing the goal of their communication before initiating speaking. Goal of communication seems to be irrelevant theoretical concept which was not incorporated into subjects' repertoire of strategic skills as conversation seems to be understood as production of sentences.

### **1.2.1. The influence of communicative goal setting on assessment.**

The next question we asked was aimed at finding out if advanced foreign language users attempted to assess their communicative resources before and during their utterances.

After having watched their own utterances 48% of subjects were not able to provide any retrospective comments on their comprehension of the instruction and quotation; the remaining 52% divided into successful and unsuccessful communicative goal determinators; in the successful group 80% of subjects were certain about their goal of communication and in the unsuccessful group 57% of subjects could recognise that they missed their communicative goal, which implies that the successful group was far more self-aware.

The above data were also confirmed by the last set of comments in which subjects could not account for the lack of reference to the instruction and quotation, 88% of subjects did not provide any comments and the 12% who did could not identify the nature of the problem; 50% of successful subjects could provide retrospective comment on the extent to which their utterance referred to the instruction and the quotation.

The data we obtained confirms McCafferty's (1998) claim that there is "a strong connection between cognition and affective/volitional concerns (...) and that learners' strategic efforts are demonstrated to be of embodied nature" which is illustrated by subjects' application of paralinguistic strategies. It also confirms Smith and Lazarus's (1993:234) claim that the emotional response prepares and mobilizes the person to cope with the particular appraised harm or benefit in an adaptive manner, that is, to avoid,

minimize, or alleviate an appraised harm, or to seek, maximize, or maintain an appraised benefit as well as Scherer (1984) and Smith's (1989) claims that facial expressions are a direct reflection of a person's appraisals of the situation. The successful subjects displayed a greater number of facial expressions by 10% which proves that there was an affective action of assessment behind it.

The data obtained from the observation of paralinguistic strategies will allow us to claim that the assessment component of strategic competence which is referred to by Bachman (1998:5) as taking stock of what is needed, what one has to work with, and how well one has done is present not only conceptually in the utterances of the advanced users of language. It provides a means by which the individual relates their topical knowledge and language knowledge to the language use setting and tasks or to the testing situation and tasks as well as taking into consideration the individual's affective responses.

### **1.2.2. The influence of communicative goal setting on planning.**

Among other things, the research was conducted in an effort to find out whether the advanced language learners and users planned their utterances.

Almost all subjects from both successful and unsuccessful group who provided their retrospective comments declared in their retrospective comments that they did not plan their utterances which indicated to the fact that they did not assume any global plan. Again the data obtained from the observation of paralinguistic strategies indicated quite the contrary phenomenon as there were numerous instances of horizontal and vertical frowns which refer to low and high coping potential respectively, which entails that subjects wanted to follow certain plan of theirs.

As far as local planning is concerned, the successful subjects applied restructuring strategy 36% more frequently than unsuccessful ones; restructuring was in 50% accompanied by paralinguistic strategies, the most often accompanying ones were: in/direct gaze (associated with looking for feedback), horizontal frown (displaying low coping potential) and the gestures of retrieval (which also indicates to the fact that there is some internal plan subjects want to follow).

The observable processes illustrated by the application of paralinguistic strategies



confirm Lamb's (1999: 131-2) claim that articulatory production is monitored by and thus in part controlled by auditory perception and we often have trouble 'finding' the right word to express a concept we are trying to express or the right phrase or clause for an idea; and often we finally choose one by first trying out several possibilities until we find one that 'sounds right', a process which of course involves activation in the receptive part of the network. Lamb (ibid: 181) describes the process of inner speech which is talking to ourselves silently and claims that we use it not just on thinking but also in the process of preparing what we are about to say before we say it. We can account for it as the circulation back and forth between the two phonological systems. Monitoring process does not require the speaker's hearing system since there is also an internal pathway, using the connections from phonological production to phonological recognition and probably also from Articulatory Production to Auditory Perception, the same as that used in inner speech. It is likely that this same internal pathway is used in the preparation of sentences for production, during which process the speaker is able to perform a little on-the-fly editing. If this is so we can expect that the timing control is rather complex, since one phrase could be being spoken at the same time that the next one is prepared.

Our study shows that the successful group significantly surpasses the unsuccessful one in the accompaniment of the linguistic strategy of restructuring with: in/direct eye gazes and retrieval. In case of the unsuccessful subjects, the restructuring strategy was accompanied with: in/direct eye gazes and horizontal frowns (low coping potential), which proves that there are more plans to be followed in case of subjects who successfully determined their goal of communication.

### **1.2.3. The influence of communicative goal setting on execution.**

As communication strategies are claimed to be an adaptation to the failure to realize a language production goal (Tarone, 1976:5) we investigated how successful or unsuccessful determination of the communicative goal influences the application of communication strategies and it turned out that there is greater frequency of linguistic strategy application of subjects who determined their communicative goal successfully (28,50 instances of application per subject) than unsuccessful ones (26,92 per subject). It

implies that the awareness of the communicative goal entails a greater number of modification during production as there is some assumed goal to which the utterance is adjusted.

The next question referred to determination of communication strategies applied by advanced users of English. On the whole the linguistic strategies most often accompanied by paralinguistic strategies for the unsuccessful are: **language switch**, **fillers** and **repetition** and for the successful group: **language switch**, **literal translation** and **all purpose words**, which indicates to the fact that the above listed linguistic strategies involve very strong affective responses.

To focalize on the proportion of paralinguistic strategies as communication strategies and we have collected a corpus of 1554 paralinguistic and 1650 linguistic strategies, and the linguistic strategies where in 728 times accompanied by paralinguistic strategies which constitutes 44% of instances which suggests that in almost half instances of registered communication strategies they served as a tool to realise a language production goal either by means of changing the initial plan (restructuring) or assessing communicative resources (being either high or low).

What followed the determination of paralinguistic strategies as communication strategy was the question of a neglected issue in the taxonomies of communication strategies, namely: how many paralinguistic strategies were applied by advanced users of English and how the linguistic strategies were accompanied by paralinguistic ones.

As the results show successful subjects use more paralinguistic strategies. There are different types of gestures accompanying gestures of the successful subjects and the unsuccessful ones. In case of facial expression the types are the same in both groups. In the successful group gestures enhance the rhetorical effect of the utterance and help retrieve the desired vocabulary items and in the unsuccessful group gestures help relieve the stress connected with language production.

	Successful subjects	Unsuccessful subjects
<b>Gestures</b>	representational, retrieval (20% more)	assessment, tension reduction
<b>Facial expressions</b>	horizontal frowns, squinting and smiles with a look respectively (10% more)	horizontal frowns, squinting and smiles with a look respectively

**Tab. 45:** *Differences in the application of paralinguistic strategies – successful and unsuccessful subjects.*

There is also a different distribution of accompaniment of linguistic strategies by paralinguistic ones. From the analysis of the paralinguistic strategies applied by advanced user of English it turns out that the linguistic strategies occurring to bridge the gap of deficiency in students' knowledge appear to be applied for rhetorical effect. In both groups of subjects looking for feedback when applying linguistic communication strategies was very important. However, again in the successful group the subjects sought for eye contact more often than the unsuccessful ones.

	Successful subjects	Unsuccessful subjects
<b>repetition</b>	indirect eye gaze, horizontal frown, gesture of retrieval and vertical frown	indirect eye gazes, horizontal frown autoadaptors and accompanying gestures
<b>all purpose words</b>	gestures of retrieval	indirect eye gazes
<b>restructuring</b>	in/direct eye gazes and retrieval	in/direct eye gazes and horizontal frowns
<b>literal translation</b>	tightening of the lips, vertical frown and a laughter	in/direct gazes and horizontal frowns
<b>language switch</b>	in/direct eye gazes	horizontal frown and a smile
<b>prefabricated patterns</b>	horizontal frowns and in/direct gazes	horizontal frowns and in/direct gazes;
<b>fillers</b>	in/direct gazes and tension reduction gestures	tightening of the lips and horizontal frown
<b>hesitation sounds</b>	in/direct eye gaze, gestures of assessment and vertical frowns	tightening of the lips, horizontal frowns and autoadaptors

**Tab. 46:** *Differences in paralinguistic accompaniment of linguistic strategies – successful and unsuccessful subjects.*

We were interested to what an extent is the percent of the paralinguistic strategies accompanying the linguistic ones, the results were quite varied (Tab. 46). The most often accompanied was the strategy of language switch and the least the application of hesitation sound.

The above presented data indicates to the fact that there should be greater awareness of body language which constitutes 65% of the entire communication (Philpot, 1983). The percent being so high it should be incorporated into foreign language teacher training as teachers' communication is supposed to be the most effective.

The obtained data show that successful subjects were seeking eye contact more than the unsuccessful ones and they were attempting to consciously enhance their utterance by means of paralinguistic messages.

The majority of waiting for feedback strategies was applied by unsuccessful subjects. As the unsuccessful group applied more waiting for feedback strategies these were automatically more often accompanied by paralinguistic strategies.

	Paralinguistic strategies	
	Unsuccessful	Successful
repetition	64%	51%
all purpose words	39%	69%
restructuring	59%	36%
literal translation	50%	80%
language switch	100%	100%
prefabricated patterns	47%	45%
fillers	66%	36%
hesitation sounds	34%	34%

**Tab. 47:** *Comparison of the accompaniment of the paralinguistic strategies with the linguistic ones*

There were also differences in distribution of paralinguistic accompaniment of the linguistic strategies between the successful and unsuccessful group. The most striking ones were in reference to all purpose words and literal translation in which the difference exceeded 30% in reference to the unsuccessful ones and fillers where the difference exceeded 30% in reference to the successful ones. 23% in case of restructuring and 13% in case of repetition.

### 1.3. Components of strategic competence and advanced language users.

The issue of strategic competence from the subjects' perspective was addressed. It constituted the attempt to examine the extent to which the subjects were (un)aware of the application of communication strategies and what purpose they served.

The results of our study support Komorowska's (1999:10) claim that strategic competence is an indispensable component of communicative competence. As a consequence a competent, advanced foreign language user must skilfully apply four components of strategic competence, namely: determine the communicative goal successfully, assess communicative resources, plan and execute. Paradoxically, the skill which is most complex receives the least training which the data collected in our research show.

An advanced language user who is referred in Common European Framework of Reference for Languages (2001) as to possessing Effective Operational Proficiency can:

- understand virtually everything heard or read;
- summarise information from different spoken or written source;
- reconstruct argument and accounts in a coherent presentation;
- express themselves spontaneously, very fluently and precisely;
- differentiate finer shades of meaning even in more complex situations;
- plan what is going to be said and the means to say it, considering the effect on the recipient/s;
- substitute an equivalent term for a word he/she can't recall so smoothly that is scarcely noticeable.

We have extended this description with the following skills:

- monitor their utterance by means of sustaining the eye contact with the interlocutor;
- accompany the utterance with paralinguistic strategies for rhetorical effect;
- *conceal the absence of the things they lack, or to supply substitutes for them* (Frontius, 84)

On the basis of the post-utterance questionnaire we have collected a corpus of 231

retrospective comments which constitute only 20% out of 1140 questions asked, we registered 1650 linguistic strategies and 1534 paralinguistic strategies. Out of 231 retrospective comments provided by subjects 146 were provided by subjects who managed to determine their goal successfully which constitutes 63% of all comments provided by subjects. The problem is that subjects can (or at least we assume that they can) recognise parts of speech in a sentence but they cannot recognise the elements indispensable to effective communication.

The collected data (or the lack of them) allows for labelling an advanced language user with the qualities assigned to neuropsychological type of a decision-maker suggested by Loewenstein (2003). An advanced foreign language user makes use of specialised modules which involve the interaction of different neural systems e.g. neocortex and limbic system (very important role of emotional processes). The advanced foreign language user's utterances will be efficient only in specific environment (susceptibility to mistakes in different ones). They are most likely to adjust to the patterns and create mental images (analytic thinking only in some conditions) and their behaviour will depend on the context. The advanced foreign language user would rather avoid danger than aim at pleasure which was reflected in very defensive behaviour patterns subjects displayed.

## **2. Strategic competence – definition revised.**

The final question we posed was whether advanced foreign language users apply the knowledge from theoretical subjects in practice. The data obtained from the test revealed that strategic competence was mostly associated with the way Canale (1983:339) viewed strategic competence and his reducing it to the mastery of verbal and nonverbal strategies and when they were asked to identify what the components of strategic competence were, they mostly focused on communication strategies. However, some of them associated strategic competence with achieving goals or purposes (as they worded it) they did not enumerate determining the goal of communication which is the indispensable condition of

achieving the goal of communication. Most of them said that it would be a good idea to teach it but could not provide any practical guidelines for teachers and students.

In the light of the collected data we would like to once again emphasise the importance of the definition provided by Bachman and Palmer (1996). They conceive of strategic competence:

**as a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities. Using language involves the language user's topical knowledge and affective schemata [...] What makes language use possible is the integration of all of these components as language users create and interpret discourse in situationally appropriate ways.**

(Bachman & Palmer, 1996:70)

Consequently, to be communicatively competent, one has to incorporate the components of strategic competence into their repertoire of linguistic knowledge. The awareness of strategies offers students tools to cope with the situation. The tools need to be overly presented and then tried out during practical classes. We strongly believe that it would not only improve communication in L2 but also in L1.

We would like to emphasise that strategic competence is the most strategic in its first component: determining the goal of communication because it is not about taking a shot in the dark, it is conscious and precise decision, which is realised by determining the goal of communication, that is taking into consideration all guidelines which will guide to the goal which is to be achieved. Such processes will involve planning be it planning and assessing be it conscious or unconscious (voluntary or involuntary).

In reference to the parallel we drew in the Introduction between strategic competence and protecting shield of a military commander we would have to discard it as the shield does not provide precise illustration of the phenomena which is of more dynamic nature. We would refer to strategic competence as actions (strategies) taken voluntarily (strategic) and involuntarily (but also strategic) to crash the enemy, or for rhetorical effect and so as not to loose face and reveal one's ignorance. We do not consider the reference to an interlocutor as an enemy to be an exaggeration as it was genuinely time-consuming and fiendishly difficult to persuade subjects to take part in the study which involved video recording of their utterances.

### **3. Strategic competence development**

We strongly believe that to develop strategic competence there should be overt classes devoted to CLA not only during methodology course but it should be included into their Conversation classes syllabi. Practicalities concerning techniques of coping with stimulus like: reading the instruction out loud to activate the auditory association cortex, paraphrasing the instruction, asking for feedback should also be overtly exercised during conversation classes. As there are differences between subjects who managed to determine their goal successfully and those who did not, overt strategy training should be taken into consideration. Issues which are discussed only during methodology classes should also be discussed during conversation classes because as they are produced just as labels learnt in methodology classes (Gabryś-Barker, 2005:186).

With the growing development of technology a task we applied in our research does not seem to constitute a lot of technical problems and it can function as an awareness raising exercise as students' retrospective comments on their performance do not necessarily comply with reality or their conceptions and expectations.

Subjects when exposed to stressful and novel situation connected with the fact that they are recorded, which actually creates a situation similar to exam situation or any conversation with a stranger were not prone to think analytically they adjusted to the pattern they knew from exams in which they are most likely to answer quite general questions without the necessity of personalising it.

Students who do not know what strategic competence is will not have an opportunity to improve effectiveness of their communication. That is why we would like the Conversation classes' syllabus to be combined with theoretic issues regarding communicative competence.

The first term of conversation classes for 4<sup>th</sup> year MA students should be composed of 20% theoretical background which would provide theoretical background to the issues and then they could overtly elaborate on them during conversation classes. We would imagine it to be run inductively. The syllabus would start with issues like:

- taxonomies of communication strategies,



### **Paralinguistic strategies**

**Task:** each student prepares short speech about their interests and presents it in front of the group, after it has been delivered a different student is to act out what they observed in the previous student's utterance (by means of intonation, facial expressions and gestures. Acting out can be exaggerated caricature of the speaker but it will give them the chance to see how they are perceived by their interlocutors (Rusinek, Załaziska 2005)

### **Linguistic strategies**

**Task:** student would be asked to think about their own examples and then apply them in conversation;

**Task:** student is recorded, his most often occurring prefabricated patterns and fixed expressions are written down and then they are to exchange the most frequently applied with the ones prepared by a group of students;

- the next successive classes would be devoted to components of strategic competence;

### **Determining goal of communication**

**Task:** you are to convince your teacher (who knows you very well) to give you one more chance to improve your grade (Rusinek, Załaziska 2005);

**Task:** Two ticket collectors caught a homeless guy and threaten to arrest him for travelling without a ticket (he does not have the money to pay the fine), you are to stand up for him (Rusinek, Załaziska 2005);

### **Assessing communicative resources**

**Task:** Students (group work) have to imagine they take their exam in methodology. They have to imagine the course of this situation and write down on the piece on paper its stages describing them briefly. Two of the students are asked to act it out. After having performed it student are asked to exchange their notes comparing their expectations and realisation. What was missing in the dialogue presented? Why?

## **Planning**

**Task:** Imagine you have to present to your mates a theoretical issue which you find terribly complex and difficult. Unfortunately there are pieces of information your mates have to remember to pass the exam. Prepare an introduction which will encourage them to listen and focus and an appropriate conclusion. What will you do to make them remember information crucial for them (Rusinek, Załaziska 2005)?

The final theoretical issue to be covered in the course would be the heated debate on communicative competence and what it actually involves.

## **4. Suggestions for further research**

As the advanced users of language seem to be strategically helpless as they are not aware of the possibilities strategising offer in effective communication. Unfortunately, we did not investigate subjects in/competence in reference to the profile of their studies and it would be interesting to know whether the subjects who successfully determined their goal of communication were of teaching profile as it is them who are in need of being very skilled strategists and who need to be most effective as regards communication. What is more, the knowledge on competence depends on how our interlocutors perceive us and the subjects we investigated were not willing to search for feedback on their performance.

However, the most reliable data would be obtained, should the utterances of subjects in their L1 were contrasted with those in L2 to observe the possible compilation between these two.

## **5. Final word.**

It has to be once again emphasised that Bachman's (1990) claim that strategic competence is central to all communication matches with neurobiological evidence on

communication, as it shows that we automatically behave to avoid danger, which means that we assess the communicative situation so as not to reveal our ignorance.

Our study on the components of strategic competence showed how somatic marker reveals itself during a response to a task by means of paralinguistic strategies which constitute a plane of convergence of linguistic concepts and neuroanatomy. Consequently strategic competence can be viewed as a means of making the choice among multiple possibilities when a rule offers choices; and of course a central processor to interpret instructions, to perform these operations, to keep track of the sequencing of the operations, including being able to search the workspace (Lamb, 1999:87).

We agree with Bachman and Palmer's (1996) formulation that goal setting will involve the advanced foreign language user in identification and selection of one or more tasks they might attempt to complete, and deciding whether or not to complete the task and the kinds of goals set will depend on what value is assigned to the stimulus received.

The assessment component of strategic competence referred to by Bachman (1998:5) as taking stock of what is needed, what one has to work with, and how well one has done, provides a means by which the individual relates their topical knowledge and language knowledge to the language use setting and tasks or to the testing situation and tasks and involves the individual's affective responses in the application of assessment which corresponds to McCafferty's (1998) claim that there is "a strong connection between cognition and affective/volitional concerns (...) and that learners' strategic efforts are demonstrated to be of embodied nature".

After Bachman and Palmer (1996:101) we will conceive the planning component as retrieving relevant items (grammatical, textual, illocutionary, sociolinguistic) from language competence and formulating a plan whose realisation is expected to achieve the communicative goal.

The execution refers to the actual communication and the result is the execution of the plan, i.e. observable speech. This phase is controlled by the plan and consists of less observable neurological and physiological processes resulting in the articulation of speech organs, communication strategies both linguistic and paralinguistic ones.

## Appendix A: Information Sheet

### Before the recording

You are kindly asked to take part in a research project based on videoing students' utterances.

Should you agree to take part in the project:

- 1<sup>st</sup> you will be asked to talk about the topic you will be presented with  
and elaborate on it for 3 minutes (your performance will be videoed)

The time you will be asked to devote to the project is ca. 10-25 min.

**The research is anonymous and your videoed image will not be used any but the  
research purposes.**

I am looking forward to meeting you. Thank you in advance.

Before entering the room fill in this short questionnaire, please.

1. How old are you?
2. How long have you been learning English?
3. What qualifications have you obtained so far?

### After the recording

2<sup>nd</sup> after you have finished speaking you will be asked to watch the recording of yourself speaking and during or after (as you wish) give comments on your performance according to guidelines provided.

- you may give your remarks in Polish if you wish

## **Appendix B: Elicitation task**

### **FIRST PART**

**What are your associations with the following quotation?**

Start after you have finished reading the quotation. No time to prepare is allowed. Your utterance will be videoed for 3 minutes.

## **Appendix C: Post-utterance questionnaire**

### **SECOND PART**

Feel free to use Polish when giving your remarks;

- you may either watch the entire recording and then watch it once again and stop in the place where you would like to add a remark; or
- you may give your remarks on the spot during watching your utterance for the first time

**Treat these questions as general guidelines for your comments.**

#### **Determining communicative goal.**

What was your communication goal?

Were you aware of that goal before you started your utterance?

#### **Assessing communicative resources.**

To what an extent does your utterance agree with the:

- quotation
- instruction?

Why, do you think, it does/doesn't?

What happened to cause you problems in your utterance?

#### **Planning**

How did you plan your utterance?

#### **Execution**

How would you refer to your gestures? In what ways were they relevant to what you had said?

How would you refer to your facial expressions? In what ways were they relevant to what you wanted to say?

What strategies did you use in your utterance?

## Appendix D: Evaluation sheet and quotations

Listen to the 60 three-minute recordings and decide whether the utterances you hear comply with the following instruction:

**What are your associations with the following quotation?**

the quotations are listed respectively:

**01:** It is so easy to convert others. It is so difficult to convert oneself.

**02:** Thirty-five is a very attractive age. London society is full of women of the very highest birth who have, of their own choice, remained thirty-five for years.

**03:** Men marry because they are tired; women, because they are curious: both are disappointed.

**04:** Women love us for our defects. If we have enough of them they will forgive us everything, even our intellects.

**05:** We live in the age of the overworked, and the undereducated; the age in which people are so industrious that they become absolutely stupid.

**06:** American girls are as clever at concealing their parents as English women at concealing their past.

**07:** Thirty-five is a very attractive age. London society is full of women of the very highest birth who have, of their own choice, remained thirty-five for years.

**08:** One must be serious about something, if one wants to have any amusement in life.

**09:** Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.

**10:** Selfishness is not living as one wishes to live, it is asking others to live as one wishes to live.

**11:** Men marry because they are tired; women, because they are curious: both are disappointed

**12:** It is so easy to convert others. It is so difficult to convert oneself.

**13:** Kelvil: May I ask, Lord Illingworth, if you regard the House of Lords as a better institution than the House of Commons? Lord Illingworth: A much better institution, of course. We in the House of Lords are never in touch with public opinion.

**14:** Modern morality consists in accepting the standard of one's age. I consider that for any man of culture to accept the standard of his age is a form of the grossest immorality.

**15:** Indifference is the revenge the world takes on mediocrities.

**16:** Thinking is the most unhealthy thing in the world, and people die of it just as they die of any other disease. Fortunately, in England at any rate, thought is not catching. Our splendid physique as a people is entirely due to our stupidity.

**17:** We are all our own devil, and we make this world our hell.

**18:** The books that the world calls immoral books are books that show the world its own shame.

**19:** Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.

**20:** To develop that real love of beauty which, as Plato is never weary of reminding us, is the true aim of education.

**21:** Whenever man does a thoroughly stupid thing, it is always from the noblest motives.

**22:** In examinations the foolish ask questions that the wise cannot answer.

**23:** Men marry because they are tired, women because they are curious: both are disappointed.

**24:** Men marry because they are tired, women because they are curious: both are disappointed.

**25:** Life is a changeable, fluid, active. To allow it to be stereotyped into any form is death.

**26:** To be in good society is merely a bore. But to be out of it is simply a tragedy.

**27:** Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.

**28:** A true perfection of man lies, not in what man has, but in what man is.

**29:** In examinations the foolish ask questions that the wise cannot answer.

**30:** The books that the world calls immoral books are books that show the world its own shame.

- 31:** We are all our own devil, and we make this world our hell.
- 32:** Selfishness is not living as one wishes to live, it is asking others to live as one wishes to live.
- 33:** What a man really has, is in him.
- 34:** Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.
- 35:** Humanity takes itself too seriously. It is the world's original sin. If the caveman had known how to laugh, history would have been different.
- 36:** There are only two tragedies. One is not getting what one wants and the other is getting it.
- 37:** Every effect that one produces gives one an enemy.
- 38:** Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.
- 39:** Whenever man does a thoroughly stupid thing, it is always from the noblest motives.
- 40:** I always pass on good advice. It is the only thing to do with it.
- 41:** Life is changeable, fluid, active. To allow it to be stereotyped into any form is death.
- 42:** Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success
- 43:** To get into the best society nowadays one has either to feed people, amuse people, or shock people.
- 44:** Ordinary riches can be stolen from a man. Real riches cannot. In the treasury-house of your soul, there are infinitely precious things that may not be taken from you.
- 45:** Don't say you agree with me. When people agree with me I always feel that I must be wrong.
- 46:** I like talking to a brick wall, it's the only thing in the world that never contradicts me.



- 47:** It is absurd to talk of the ignorance of the youth. The only people to whose opinions I listen now with any respect are people much younger than myself. They seem in front of me.
- 48:** A true perfection of man lies, not in what man has, but in what man is.
- 49:** The history of women is the history of the worst form of tyranny the world has ever known. The tyranny of the weak over the strong. It is the only tyranny that lasts.
- 50:** The history of women is the history of the worst form of tyranny the world has ever known. The tyranny of the weak over the strong. It is the only tyranny that lasts.
- 51:** A true perfection of man lies, not in what man has, but in what man is.
- 52:** The history of women is the history of the worst form of tyranny the world has ever known. The tyranny of the weak over the strong. It is the only tyranny that lasts.
- 53:** I always pass on good advice. It is the only thing to do with it.
- 54:** I always pass on good advice. It is the only thing to do with it.
- 55:** Men marry because they are tired; women, because they are curious: both are disappointed.
- 56:** Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.
- 57:** Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.
- 58:** Don't say you agree with me. When people agree with me I always feel that I must be wrong.
- 59:** To be in good society is merely a bore. But to be out of it is simply a tragedy
- 60:** We live in the age of the overworked, and the undereducated; the age in which people are so industrious that they become absolutely stupid.

## Appendix E: Transcript

As subjects were allowed to provide comments on their performance either during watching their utterance or after it, we decided to transcribe their associations on a given quotation in a regular font and their comments in italics.

### **S01: It is so easy to convert others. It is so difficult to convert oneself.**

Well, actually it's pretty true, I think. Um, to, to gain faith in something is much more difficult than to impose your beliefs on to somebody else. Um, I think people tend to, to find many proofs if they have to if they are to, to believe in something, to, to convert to something. Um, yet, they don't need so many proofs to *(well, probably it was the need the want to continue the utterance, I guess, I just simplified some things I guess I used more simple words than probably I could use)*, to, to convert others to their beliefs, I guess. A simple smooth talk would be, would be suffice, would be enough to, to convert others to, towards your ideas. Um, yes, in order to, to convert oneself to something you have to have strong proofs, I guess, and if the thing that um you keep believing in um is a kind of a... anyway, experience let's say, Yet, well, the words, I mean the language is so powerful tool um that very often it is enough to, to create the impression that what you believe in is really important, and and create this impression in the others, I guess. Um, well, what else could be said about it, um *( I don't know whether it could go in a wrong direction since I hadn't much time to prepare the utterance, I wasn't prepared for what is going to happen to what is going to take place in here so I can't establish whether the utterance went wrong or not actually; I guess I've run out of ideas towards the end actually but all that came to my mind, I think I expressed)* I guess it would be interesting to, to, well say what is the point of converting others to your ideas it depends on what you want is someone to believe to, I mean. Probably in terms of, I don't know, let's say religion, um, gaining more followers would, um make the the, the faith the belief, um, well more powerful, let's say, more influencing in um terms of the whole world, in terms of some, more down-to-earth matters, um it could also probably gain some profit from it, um, if you are able to convince someone that um what you sell for example is um better than what others sell, it would gain you some, well, probably very much financial um profits, gratitudes etc. *(Actually I was never in the fear of being*

*ignorant, I do not have so much self-esteem, I guess to feel comfortable when I don't know something, and I'm definitely not an expert on Oscar Wilde, generally.)*

**S\*02: Thirty-five is a very attractive age. London society is full of women of the very highest birth who have, of their own choice, remained thirty-five for years.**

As far as the association is concerned, I believe that, my association is that generally the age of thirty is for a woman is a very attractive age for a women the whole period of the ten years because she really becomes a woman and um I believe that um, he saw it also I think from a different perspective that but he saw it not as a woman lover (*this moment of looking up, as if taking the ideas from the ceiling from somewhere because I've got photographic memory and sometimes when I am ought to refresh my memory I want to see something once again I look somewhere in a black space and I read it back, ok*) but admirer and he showed and he showed how they bloom, right, and maybe it helped him to perceive women as beautiful creatures not to be loved, not to be the lover for them, um but to, but to be admired but admire them how they move, what things they have how they behave and as far the last part of the quotation is concerned that they remained thirty-five for years (*this was the moment I hesitated about the sexual things ok whether to say it or not, totally open, will I sound stupid or something. The whole idea about speaking of something go for it or sound stupid the whole idea it is the moment when I'm approaching thirty-five so it is like whether to say something or not, ok, yes so maybe more personal, ok*) I believe women know women know that it's a beautiful age and the women are fully aware of the beauty that is within them for the whole period and that they want to it for the whole period so we want to prolong it for ever and ever so they try to stay this beautiful even for longer time and um, yes I believe it's more or less what I have to say. (*Generally, I can say that I probably use too much gesture things like always waving my hand, and always moving but it is like fidgeting all the time, ok. And I always move I'm very lively and very energetic so I always move my hands, ok and it's like to maybe to, to, to finish what I want to say somehow like ok, make the utterance longer, ok. Um, about quitting some ideas I believe that I really wanted to add something about sexuality but I didn't feel quite open, ok. Something like to add that the women between this 30 and 40 age is at that age is aware of her sexuality and her sexual potential maybe something also to add to this utterance and, I felt withdrawn, ok, yes. The problem is that the voice is not very clear, it's too much*

*gesturing of the gesturing itself, and the sexual stuff, which I just felt very uneasy to express, um... About ignorance, yes, um, at the beginning I was not quite sure if Oscar Wilde was a homosexual, he was ok, um )*

**S03: Men marry because they are tired; women, because they are curious: both are disappointed.**

(Before commenting the utterance the speaker wondered if she should speak Polish or English)

Um, if this is Oscar Wilde's quotation I would say it is quite true about him because he was homosexual and I think he must have been disappointed with his marriage (*I'll say something about hesitation, when I happened to hesitate it was simply because of lack of vocabulary and then the words that I used simply somehow appeared in my mind and, and there is no time for um for thinking if the word is right or wrong if the word is exactly the one I wanted to use because I had some kind of an idea in my mind and I think the words grasped the idea I wanted to although um some of the expressions maybe I sometimes stopped and couldn't follow because um I'd been thinking and I lost the idea*) men marry because they are tired I think it's totally connected with his life and his kind of living he had because and a man in the society at the end of 19th, 18th century were definitely the tired because they had a lot of time, a lot of...um and not many things to do apart from let's say visiting their friends and going to the parties (*in this particular place I had problem with expressing myself freely, um I think I wanted to say something about Oscar Wilde's life but also about the book I read but also "The Picture of Dorian Gray where the society where the Victorian society was depicted and I was totally stunned with the idea of having too much time about the ideas like going to parties going waking at eleven o'clock and having dinner with somebody and this is it nothing more than this tea at aunt's at five p.m. and then dinner at somebody else this is maybe what I wanted to say that the idea was completely strange. Now I don't think the course of my speaking went in any direction I didn't want to go I didn't have problem with going into different directions I really wanted, now about facial expressions. I don't see much many different expressions on my face, I rather, I thought I'd make even more. I normally do. Here I was not surprised with my image so it is strange to look at yourself speaking about something and to be recorded. I always feel uneasy when I'm recorded. And I think I pretend something and there is something about pretending it's*

*even more stressing if I'm recorded than if I'm taking an exam or I talk to somebody who is supposed to speak better than me like being a teacher and student similar situation is on weddings etc. I can't say I hide because, this is what I find stupid but um definitely I feel uneasy um) and just chatting and so men really marry because they are tired or they used to marry because they were tired because it is definitely about past. Now women because they are curious I think we have to talk, we have to think about past time because women especially in the Victorian times were definitely not um... they were they couldn't talk about sex so that's what they were really curious and it must have been curious for them. Well, definitely sex was nothing mysterious for me when I got married (I didn't quite any ideas I think, um but maybe I didn't grasp everything I wanted to express, simply this and I wasn't afraid of being ignorant out my knowledge I know something English literature is really my piece of cake, my cup of tea, I wasn't afraid of) the first thing and the second men marry because they are tired men have so many duties to perform that they virtually have no time to be tired. Nowadays, nowadays it's totally different, women know a lot about sex and in my case it was also that I was far more experienced than my husband. (laughter)*

**S04: Women love us for our defects. If we have enough of them they will forgive us everything, even our intellects.**

Can I take them as a reward...Um, well women love us for our defects, I presume that this is a statement, which was made towards men and um if a man has some sort of a defect, um I think that a woman will be very quick to notice it, but however um it all depends um on what sort of a defect the defect is um because I don't think all sorts of defects would go through. Now, um the types of defects. I presume that, um I think women would most probably love us for *(a lot of hesitation)*, for a sort of defect that would prove our own weakness maybe not, not a weakness towards to whatever we do in life I mean towards but um we are professionally good, but silly defects but the things that um would put a smile on women's face. Um, I don't know if I've got an example what to share for example what, um. I don't know, sorry *(laughter)*. Well, um, generally speaking women like any sorts of defects. I think that um, they like the guy the guy to be sensitive in such a case because for a man, because if a man is not supposed to be tough and is not supposed to be sensitive and if he is sensitive in a way that would be considered as a defect women's sensitivity which cherishes and I would say that would

be the only one in every other aspect of, of, say the relationship between a man and a women in it would be hard to find a type of defect they would be able to accept, um, the guy has got be tough and sensitive in a way that I don't know our culture makes, I mean forces to behave man in our culture is not supposed to be sensitive and not show emotion stuff like that but and anyhow is that sensitivity is shown from time to time. Sorry about that...

*I'd say maybe at the very beginning of my, it wasn't a discourse but monologue, um, I ... it was hard to for me, it was a kind of hard for me to find association with a topic and um, which would agree with the topic and, well maybe at the beginning then I started coming with a little bit more of ideas, um, it became a little bit easier, later in the course of the recording, yeah, I did hesitate but hesitation was caused by a lack of ideas that I had there certain thing that I associated with, maybe because I limited the scope of, of, of this statement here, you know it was too narrow, I didn't expand extend it enough at that moment and um, I stuck to the first line of of this sentence and I did reflect upon the second part as women forgiving us everything, even our own intellects, I didn't do that I was stuck to the first part maybe because I didn't feel that I, maybe I didn't feel that I comment on it enough, um so that's why I kept to the fist part of the sentence for too long, I think um, I think the relation between the relation and what was... I knew what I was talking about but I just couldn't find enough examples, I think my ... I didn't philosophise too much I think I try to base everything on what I knew and what I came up with the theories I came up with so far, um but I didn't reflect on it as in theory I didn't theorethise on it too much. Yeah, there was a lot of hesitation. What words did I use mainly um (laughter) nothing more, I looked up at the ceiling, in window to, to find some ideas what to say, I think that at one part because I don't know if I was supposed to but I kept looking at you like, my, my turning my attention towards you I think it gave me some motivation to speak on it may have given me more ideas there was this one instance when I didn't know what to say then I turned to you and then and that cleared, somehow cleared my thoughts and, and gave me a new start that is to say, and so you would probably notice that on the recording that's when some more reflections on the topic came about like, something like that, an explanation that actually didn't provide me with any information it did provide me with information, the response from you, um, it somehow right expanded grounds on which I could, could continue with monologue, right, I don't know how it helped but it somehow helped and*

*gave me more ideas um facial, gestures were all a part of my not knowing what to say, um that is pretty natural, yeah I felt that I was going wrong at one part of the conversation like the one that I mentioned just a second ago, I asked you and it somehow helped talking about it. I don't think I'd quit any ideas. Whatever I said I think I meant it, right um. That's probably why probably I gave too much thought to anything I say I don't to, you know, express myself too freely (laughter) in many situations. Maybe because of the setting, I don't know. Maybe because of the setting I may have had come up with more ideas if I were in a group of people I knew, right. I was a little more tensed, um. I would give myself a little bit more time to think about I feel that talking about something right away after seeing the prompt, that's good enough that's not a problem, but that's tiny bit more stressful after I'd give the ideas on paper or I think um, I think that um, I would given more ideas for the recording.*

**S05: We live in the age of the overworked, and the undereducated; the age in which people are so industrious that they become absolutely stupid.**

I agree with the quotation that we live in the age of the overworked, and the undereducated; and the age in which people are so industrious that they become absolutely stupid. Maybe with the second one I don't agree totally but I agree stronger sometimes that we live in the age of the overworked. Yes, I think that people spend too much time for working and sometime they forget about family about people they should take care of and especially about children, and the children are left alone um so the parents don't know what are they doing when they are at work and there are many problems connected with it um with this fact um and the undereducated, um undereducated um I don't think they are undereducated because I think that the level of education is high higher maybe now than they were in the past and many young people decide to go to university but there is a problem I think because sometimes they don't think about the direction of their studies they only want to study because it is on fashion now because most of young people do it and they should chose such studies which they are really interested in and I can say something from my experience that first I chose such studies and then I decided to study something else and the age in which people are so industrious that they become absolutely stupid maybe it is connected with the first part of the sentence they are stupid because they don't pay attention to those most

important um things in life it is family and and, and love and happiness and not only work, work and work and it but it's most important thing in our life but it's not the most important thing in our life we should cherish it somehow in our mind life but we often forget about it so I'm strongly for um changing this fact.

*I could say more and more about it, I'm rather talkative person when I have something to say, um, so my comments, general comments on but not on what I was speaking about but my presentation, so I thought that I would be more nervous but it was not so difficult for me (laughter) but when I talk with somebody, when I talk with somebody, yes, I was not talking with somebody but you were sitting here um I need fa... contact, eye contact, yes, so when I was saying something I looked at you or you so as you two to nod maybe your head so I need this eye contact and but most of the time I was looking down and it is not common for me maybe if you sat here in front of me it would be easier to look straight into your face and and, and, and I was even fluent in my speaking I didn't expect that because I think the topic was rather maybe not easy but I have something to say about each part of the sentence and it is easier for me to say something connected with my experience I don't like such general topics which take general like for example I don't know, environment is bla bla bla. I like, it is easier for me when I associate it something with my experience that's why I wanted to say that I chose my first studies and then I changed into another one more interesting for me different and to be frank it was not my favourite side of face it's I like this one. I joke of course.*

**S\*06: American girls are as clever at concealing their parents as English women at concealing their past.**

Ok, so typically his language is used here the second one, um (laughter) when it comes to the English women um the image of women as truth as um there, there's certain difficulty in recognizing if the woman is telling the truth because she is hiding her or let's say proving that she's lying, that she's concealing her emotions under her make up (ok, there is one thing I changed this let's I'd made an additional um comment to what I have said let's say comment to what I have said, perhaps it's this strange I'd say I would say to make every idea clear to make a distinction, clear cut distinction between one idea and the other to make it more concrete that's the obvious truth there's this passage online that is hard to prove) and the third on hm..., yeah the woman as the



greatest of imposters ...ok um so my my let's my interpretation is basically based on what I've read so mainly about art, so woman, um hm one has this element which makes everything that she says valid no matter whether she talks to a women or a man or man are generally susceptible to the words so they are not able to...um let's say impose their opinion on them when they additionally use other attributes usually physical ones that's basically it. *(ok, so there's another this will to be concrete the idea the willingness to be let's say, make ,well um very clear statement, very short, um concise the inability to let's say in Polish we say lać wodę inability to do this I want to make this concise and not making additional prolonging, retardating comments on that subject and basically making it concise, concrete)* You want me to talk about one of these questions which one would you be interested in, which one of these um association. Ok, right English women as concealing their past. Hm, um it's not only that only women are good at concealing their past hm it's generally about human beings wish to conceal their past, we want to forget what happened to us especially something that does not let's suit to our appearance, um we want to forget it, However it always comes back so eventually every our past will be let's say *(this constant movement of my right up top right corner I don't know what does it mean but I'm sure it means something from what I can see I'm looking for additional words for additional for some thoughts something like um, um, there are moments when I skip when I am supposed to think in English I skip to thinking in Polish so it's like looking for some phrase that would suit the utterance) our ...(strategies there's this constant let's say nawiqzanie reference let's say in my actually in my case this constant reference to literature, something like it um might, well it may be a thing that I read too much and I talk with people who have contact to speak a normal language, let's say um, language of literature and art is influencing my ability of speaking, I used words which are perhaps not really used in straight conversation in everyday life)*

**S07: Thirty-five is a very attractive age. London society is full of women of the very highest birth who have, of their own choice, remained thirty-five for years.**

It's um very um, I don't know. Um it it's not humble yeah I'm sure it's Oscar Wilde, yes...am I I'm right. So well, um of course Oscar Wilde why um, I don't know, um not very fond of women we might say he was of course gay *(laughter)* that's way maybe he he didn't like women. Thirty, um thirty-five is an attractive age, thirty-five. Well, I

don't know. I'm twenty three so (*laughter*) maybe this is an attractive age because you have husband or wife, you have children you have um work etc., etc., and your your family exchequer is a, is a safe (*na pierwszy rzut oka widzę że że tzn nie chcę tutaj zgrywać jakiegoś tam, ale wydaje mi się, że to moje zachowanie jest takie bardziej takie nie wiem aroganckie ja nie wiem czy to jest dobre słowo, znaczy nie wiem ja się zachowuję tak tak widzę, że aroganckie to dobre słowo tzn wyluzowany, ale to może za bardzo, ale to też nie jest formalna sytuacja*) for a while or maybe not so yes maybe it is attractive age. People are not always , but they they can be attractive physically attractive um this age suggest that you have (*jeśli chodzi o te strategie, których ja używam to rzeczywiście ja próbuje jako że robię tam coś piszę na przykład pracę z literatury prawda to ja ogólnie uważam siebie za człowieka literatury chociaż to jest nieskromne stwierdzenie natomiast zawsze jak jak um coś mówię o czymś mówię to zawsze próbuję to jakby połączyć z literaturą tudzież z filozofia z takimi naukami w których jestem zainteresowany także jeśli chodzi o te strategie to tak*) finished some education higher education you can be a doctor at thirty five so you are full of new ideas, well new yeah you can I don't know what else. Ok, so I don't know why he he, Oscar Wilde uses, overuses the theme of women so much in his work it is visible in plenty of in Picture of Dorian Grey and and his dramas and plays. It is.. I I'm sure this is an overuse of this theme because woman is not as evil as Oscar Wilde suggests. So I don't know what else should I say. Well, as far as this thirty-five of age is concerned I think it is an attractive age although not so much as thirty or twenty-five. Yes, and physically I think it's the last time that you are young because after you are forty you are middle-aged yeah and this is yes the last time (*nie mogę powiedzieć że zaniechałem jakiejś wypowiedzi, bo to jest taka spontaniczna odpowiedź. Jak ja bym się przygotował nie wiem wczoraj by mi Pani to zadała, albo nie wiem, w przenośni, to pewnie bym się przygotował jakiś plan tej swojej wypowiedzi a teraz jak się ma minutę czasu czy tam trzy minuty to było , no to tak za bardzo nie idzie mówi się co się myśli na dany temat , cytuję, Nie wiem może to jest źle ale ja na razie myślę po polsku staram się , czy też muszę niekiedy mówić po angielsku i to mi pewne problemy sprawia dlatego też nie zawsze uda mi się powiedzieć dokładnie to co myślę. To znaczy ja się staram oczywiście, no, ale nie zawsze to wychodzi dlatego właśnie, że że jeszcze myślę po polsku to znaczy chyba zawsze będę myślał po polsku nie wiem, nie zauważyłem, żeby moja wypowiedź szła w innym kierunku rzeczywiście myślę, że byłoby dobrze gdybym*

*miał trochę więcej czasu na przemyślenie, ale nie zauważyłem żeby szło, coś innego żebym mówił niż jest w tym cytacie. To znaczy to tak jak mówiłem na początku to tak jak na siebie patrzę trochę wydaje mi się to takie aroganckie nie wiem czemu takim arogantem jestem ale nie nie wiem ale to um jeśli chodzi o zachowanie może tak nie wiem staram się czasami gestykulować, no tak usiądę jak teraz tak się nie powinno siedzieć przed komisją np. to tak, no ale przyjmuje że to jest nieformalna sytuacja no często marszczę czoło co mi się zdarza no nie wiem to czyni mnie takim nie wiem takim megalomanem to jest może takie trochę dobre słowo, no ale to tak jak mówię ale to nie jest tak że na np. Pni nie szanuje po prostu taki jestem, nie wiem czy to powinno się naprawić może i tak Jeśli chodzi o słowa i te różne ekspresje które wypowiadam to znowu wyjdzie na jaw moja megalomania tzn. uważam się z człowieka odczytanego dlatego dlatego próbuje używać takich słów, które jakoś tam w jakiś książkach przeczytałem, które wydały mi się fajne i takie warte zapamiętania i to żeby brzmieć inteligentnie.*

**S\*08: One must be serious about something, if one wants to have any amusement in life.**

To have any amusement in life you have to have conditions in which you are allowed to be happy in which you have no conditions you can do whatever you want you if you are not serious in the serious in part of your life you will simply not be able to be happy and privileged in part of the life you are able to do so and simply have no clear cut division between these two parts you are you will simply be in a part that you could be not to risk and you will let yourself laugh in a situation that you are not to um it reminds me of the people who start laughing when a lecturer (*jeżeli chodzi o słowa, których używam jeśli tracę wątek jest zdecydowanie za dużo do tak ogólnego zdania, myślę, że używam są to po prostu słowa których z reguły jesteśmy uczeni używać w przypadku jakiegokolwiek wypowiadania własnych idei, własnego zdania to są konkretne już klisze kiedy które się stosuje nad którymi się właśnie zastanawiamy co pozwala mi w trakcie wypowiadania zastanowić się nad dalszym rozwojem um zdania, um jeżeli chodzi o gesty to ja mam dość szeroki z reguły staram się stąd też ta pozycja nie machania rękami aż tak mocno kilkakrotnie przechodziłam przez taką zabawę i zdaję sobie sprawę z tego, że brakuje w tym momencie miejsca na na na gesty ręką um dla mnie mowa ciała z tego co widzę jest o tyle istotna że przekazuje sposobem przekazania um gestami,*

*których używam słowa wtedy schodzą na dalszy plan więc wydaje mi się, że te gesty, które zdecydowała się zostawić oddawały to co chciałam powiedzieć, jeśli chodzi o zmianę podejścia do wypowiedzi, wydaje mi się, że wypowiedź ustna pozwala przerwać zdanie nawet nie dokończony i zacząć mówić w troszeczkę innym kierunku nieco odmiennym od tego w którym szliśmy i później powoli skręcać w tą stronę w którą chcielibyśmy iść wypowiedź pisemna oczywiście na to nie pozwala na taką sprawę z reguły jeżeli mam czas zastanowić się nad rzeczą którą chcę powiedzieć, mówię to w sposób w jaki sobie ukształtuję wypowiedź, problem z czasem niestety i brakiem możliwości przygotowania tego w pełni zostawiał raczej puste luki niż decyduje się zmieniać skracać, zmniejszać natomiast jeżeli mam dużo do powiedzenia i zaczyna mi ten czas uciekać, najgorzej tutaj jest, że ja nie mam tego czasu gdzieś na oczach nawet nie jestem w stanie zastanowić się jak dana wypowiedź ma w pełni brzmieć mówię to co mam na myśli i wdaje mi się że to powinno być już więcej czasu na przygotowanie się i tak jak mówię nie widzę zegarka, w momencie kiedy mam dużo pomysłów i widzę, że czas zaczyna uciekać raczej koncentruję się na pewnych zdaniach wychodzę z założenia że jeżeli słuchacze usłyszą moja myśl przewodnią są w stanie dopowiedzieć pozostałe informacje um raczej nie uważam, żeby ignorancja na jakikolwiek temat zwłaszcza podany miała być powodem do wstydu uważam, że moja wiedza w konkretnych rejonach jest na tyle szeroka, że usprawiedliwia jej brak innych więc nie czuję się zobligowana do pominięcia jakiejś wypowiedzi w przypadku ich nieznaności. Strategie, um uczono mnie że w wypowiedzi zwłaszcza ustnej, ważne informacje należy dać na początku zwłaszcza gdy nie wiadomo jak zareaguje publika I czy starczy mi czasu na ich posumowanie pod koniec w momencie kiedy znam czas i mam możliwość przygotowania się owszem wole stosować tą wersję klamrową um tutaj tego nie zrobiłam natomiast, resztę strategii szczerze mówiąc nie kojarzę) start say as if the he was joking and it is a kind of reprimand or a situation when somebody uses irony in a pub some people may laugh and some may take it seriously. That's why if you don't have clear conditions set before you will simply not be able to justify whether you are allowed or not to allowed let yourself free. In my opinion that is if you um let me put it like that if you want to have clear conscious and you want to ha.. to um relax and have no doubt about what you are doing um it is much easier to know what to do and how to react 'cause people normally control themselves pretty much and to it is easier not to control yourself when you know that the conditions there are set in particular moment allows to to laugh to*

relax so there will be no consequences on upon that. That um nobody will use it against you um that people with whom you show your so called real face um will not use it against you that there will be no just you know um, said later on that you are um not appropriate person to do some things and on the other way round if you not show amusement people would think you have no sense of humour.

**S09: Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.**

First of all this topic is um kind of new and strange to me but um if I'm to say anything about it. Um, well, I think it's about um the power that we all possess in our um mind I would say and and it's not only about abilities but but things that we are we are not totally um aware of but we um just can use use as as last resort in many um different aspects of life. Um, well I think it's about the the power of feeling, power of psyche our and so on. So, well, I have to kill the time so um, um so maybe it's um it's, it, it's somehow emphasis of the whole idea of of your um attitude towards towards um surrounding world and the environment you you live in um and it it somehow um this statement encourages you to um to believe in yourself and to believe that um that every single obstacle can be um coped with with a with no problem um if you just believe in your um inner resources and and and um all um all the positive energy that you have um that can enhance you're your abilities your skills to um to make your your life easier to can be obstacle as I said. Um maybe this sentence can also be about um it is often like that that we have like a social face the one that we show to to different people but um in fact there is this is um this is our true image deep down in our hearts minds and so on. Um now I'm supposed to, I don't know say um a poem because I' running out of time and I don't think I manage to to come up with any with anything new in this matter um so...

*I'll switch into Polish to jest strasznie dużo czasu, strasznie widzi się temat, nie jest to łatwy temat taki oczywisty pod tytułem: opowiedz o swoich wakacjach, więc widzę ten temat przez trzy minuty to naprawdę mnóstwo czasu trudno przez cały czas nakręcać się na jakieś odkrywcze spostrzeżenia na ten temat, no i cóż no zauważyłem, że mówię w kółko, powtarzałem dużo rzeczy, że tak powiem, innymi słowy te same tylko o inne użyte argumenty no właśnie dlatego, że było dużo czasu i że temat nie jest aż taki prosty i ciężko znaleźć, aż tak wiele argumentów argumentów ciekawych spostrzeżeń na*

jeden temat no i śmiesznie wyglądam strasznie, a merytorycznie no nie wiem bardzo fajny eksperyment nie wiem jeszcze czemu ma służyć co prawda, ale całkiem ciekawie się zapowiada, natomiast no wiem że każdy kto tu przyjdzie następny po mnie i będzie, że tak powiem następny będzie pewnie miał problemy z czasem bo te trzy minuty, bo temat jest... temat jest taki sam dla wszystkich, więc może jak ktoś będzie miał bardziej zrozumiałą tzn., inaczej bardziej otwartą, który daje większe pole do popisu to wtedy będzie dużo łatwiej, um nie wiem co konkretnie mam komentować w swojej wypowiedzi, kiedy się wahałem czułem, zdecydowanie to że tak powiem presję czasu uciekającego, wiedziałem, że um czas leci um ja nic nie mówię lub robię um przez cały czas, więc wtedy zdecydowałem się na zdania, których których końcu używałem, w sumie ciężko mi powiedzieć czym się kierowałem takiego akurat zdania pewnie chciałem, żeby było jak najdłuższe bo wiedziałem, że tutaj jest sztuczne środowisko, więc chciałem zdania, żeby żeby um wyczerpać jak najwięcej czasu um moje gesty, i że tak powiem ekspresja mojego ciała całego raczej nie były, że tak powiem jakby podkreśleniem tego o czym mówiłem tylko chciałem sobie jakoś pomóc jakoś odnaleźć odnaleźć tym stresującym dosyć eksperymentem, więc to raczej były gesty pod tytułem trochę się boję muszę coś wymyślić ... niż jakieś takie, które miałyby podkreślać sens moich wypowiedzi. Tak naprawdę to cały, że tak powiem kurs mojej wypowiedzi od początku poszedł w złą bo jakoś się zestresowałem na początku nie wiedziałem o czym mam tak naprawdę mówić w odniesieniu do tego tematu więc zacząłem wymyślać wszystko co kojarzy mi się z ludzkim wnętrzem mówić o wszystkim byle tylko właśnie jakkolwiek było to związane z wnętrzem człowieka. Tak zdecydowanie wszystko, co miałem zamiar powiedzieć to powiedziałem nie było tak, że sobie wybierałem jakieś opcje bo naprawdę miałem tak pusto w głowie, że wszystko co mi ślina na język przyniosła to starałem się mówić jeżeli chociaż trochę było związane. Zdecydowanie nie pozbywałem się jakiś pomysłów ze względu na swoją ignorancję w temacie, bo naprawdę ciężko było coś wymyślić, więc jak już tylko coś się pojawiło to starałem się to z siebie wyrzucić. Nie wiem czy używałem jakiś strategii, których używam podczas normalnego mówienia, bo sytuacja była ekstremalnie sztuczna i pewnie, kiedy mówię swojsko i wśród znajomych to jest to zupełnie inny sposób mówienia inne strategie niż teraz zresztą jestem prawie pewien, że zresztą widziałem, że wszystko, co robiłem było takie właśnie stłamszone takie pod stresem i na pewno większość większość tych strategii nie pojawia się u mnie w rozmowie zwyczajnej.

**S10: Selfishness is not living as one wishes to live, it is asking others to live as one wishes to live.**

Ok., um, my topic is selfishne...selfishness is not living as one wishes to live, it is asking others to live as one wishes to live. Well, um talking about selfishness selfishness very difficult to pronounce first of all, um well it's very complicated because um one um likes talking about himself or herself at being good selfish, not selfish and um and um he or she wants to believe that um he or she is as selfish selfishless as as he or she can be so um if you believe if you ask somebody that if you ask somebody to live the way you want him or her to live is really um changing um somebody's life influencing it in a most brutal way you know, in a way because um people um should live they want to live they should live their life they want to live so um but this is also that we want to make our life as simple as it can be and it also means that we need to modify peoples' behaviour in a way. Um If we don't like something that happens if we are sure that somebody's behaviour is somebody's attitude towards life makes our life more complicated it means that um we need to modify it in a way and what else it's far from being human because, I believe um because our target is to simplify things our target is to live our life as the easiest way our target is also to make our life with other people bearable and this is a kind of opposition to um to to um modifying somebody's else's life what else um ,um

*No tak, kiedy się waham to zazwyczaj robię um um jak zwykle no to to jest standard wszystkie sformułowania na zasadzie no tu nie było ich zbyt wiele what else to say what else can be said about it tego typu rzeczy akurat tego tutaj nie widać. Przede wszystkim problem w wymówieniu słowa selfishness, o teraz mogę. Zaskoczyło mnie to, że się dużo uśmiecham, myślałam, że mniej tego robię, często pomagam sobie takimi gestami to jest bardzo pomocne, kiedy nie mogę czegoś sformułować lub nie mogę czegoś wypowiedzieć od razu pomagałam sobie o to teraz też widać, dokładnie takim gestem, który tak jakby miał ze mnie to wydobyć. Kiedy zmierzam nie w tą stronę zatrzymuję się i um. No tutaj tego chyba nie było, żebym żebym poszła, szczerze mówiąc za bardzo nie wiedziałam jak się odnieść do tego tematu, więc i też bez ułożenia swojej wypowiedzi w jakiś sposób ciężko powiedzieć czy zmierzam z złym kierunkiem czy dobrym no ale nie wiem tutaj nie widziałam, żebym jakoś zawracała i zmieniała kierunek toku myślenia. Mało pomysłów miałam, więc nie wiedziałam wykorzystać wszystko to co miałam i ciężko powiedzieć czy zarzuciłam jakiś pomysł i na pewno na pewno nie miało*

*to związku z brakiem możliwości wypowiedzenia tego po angielsku no to zazwyczaj jest tak że to co chce powiedzieć to jednak to powiedzieć. No dużo przede wszystkim w każdym dużo u mnie jest gestykulacji no jak widać tu na tym nagraniu to widać no i właśnie to też to też i oczywiście no, ale nie wiem to już jest takie ważne włosy często poprawiam i oczywiście się rumienię.*

**S11: Men marry because they are tired; women, because they are curious: both are disappointed**

Are you going to comment on this somehow or I am going to do it myself OK I have to comment OK, so. Men marry because they are tired; women, because they are curious: both are disappointed. OK, so generally the quotation is about the differences between sexes and the way they perceive marriage in general men are tired probably of maybe being lonely (*Ok, so here I think there's I made a gesture or facial expression like that is because I kind of disagree with the statement so I'm going to comment on this but it's not something I think*) or maybe they are tired of spending their time on their own maybe because of running a house for example because or they are tired because of living with their families their mothers and so on therefore they choose um a wife and then (*OK, so I hesitated in saying that they choose a wife and I made a pause there because I wasn't really sure whether I should really use the word wife because this is something they are going to choose in the future so first we choose woman and then she becomes your wife and here it sounded more like choosing a wife like from a store or something like that therefore I hesitated right*) all the responsibilities of their mother on women shoulder, women on the other way...hand (*OK, here I just made I calque from Polish and therefore I corrected myself into proper English, right so on the other way, on the other hand*) are curious how it is to have a husband how it is to run a house which their mothers used to do when they were children about why they are disappointed (*so there is the repetition of the question when you give yourself time for thinking what what, what would you like to say further, well that's what I think*) they'd chosen is not their mother and they don't treat them that well and women are disappointed because it's not that interesting to be a wife and and not that exciting in general, right (*in general so, I don't know what to say further so I say in general that's what I mean*) so their curiosity their willing to become somebody important for men (*here I couldn't find a better word there for curiosity therefore I repeated it*) so I guess



that most of the partners aren't really um do not appreciate the *(so here again I couldn't find a word so I changed the whole structure of the sentence)* as if , I don't know kind of relationship or marriage or whatever we call it um. Shall I speak further *(so here somehow I lost my way of thinking somewhere and therefore I wanted to stop but you didn't allow me so I went on, right)* so I must say that I don't really agree with the quotation maybe it's not a very popular point of view but *(here I kind of defend my way of thinking even though, I think, it's not popular nowadays)* men marry because they want to have somebody close to them and they need somebody who isn't like the other people all over the world for them and somebody that could be important and special and women believe that they can make a man special and therefore they want to be married, that's what I think, and well um *(here it's kind of supporting my own opinion saying that's what I think so I 'm important here it's my opinion it's what I'm saying, right it's my recording and so on)* well, um, considering myself I'll tell that I will get married because I'm completely and madly in love with my boyfriend and I think that's the way it should be and *(I think that the look over here was just sharing my own personal feelings and therefore I smiled a bit and I looked straight into your eyes which I didn't before right)* so I want to have a house and children and all these things which are maybe not so popular nowadays. Well, I think it's important and I never had something like that as a child so I would like to create a house or home *(and here I did exactly the same so again I talked about my past something what happened to me as a child and again I gave you this direct look into your eyes right)* and I would like to create a home for me and for my husband, my future husband and so on and so forth.

### **S\*12: It is so easy to convert others. It is so difficult to convert oneself.**

Well, my associations is that the whole thing with that quotation maybe really about converting the whole thing when we take the dictionary way to convert to change the faith um I think that not really converting *(it's funny when you listen to yourself)* is either thing that I do to anyone to someone than to myself. Um, generally religion is very personal stuff, *(there was this problem with the selection of the words other words, personal stuff, I mean, personal things so um simple back up of this sentence From this moment is's probably one of these words that I use in every day language, it probably looks very natural I know people tell me that I use a lot of gesture that I am gesturing a lot, that I do faces while speaking, so it's probably pretty natural)* very personal thing

and converting is not anything that should be done to anybody and when it comes to understanding converting in a broad way, in a broad scope it all depend on how one behaves converting others changing their attitudes to either to yourself or other people converting their believes converting how they how they do stuff how they think is very easy, it's just about the influence, converting oneself is its not really easy to convert *(here what helped me a lot is that I'm pretty familiar with the cameras with any kind of the devices, um I took part in I played in theatre for three years I took part in two TV contests so there's nothing stressful for me with the cameras, it's maybe because it looks so natural)* oneself just because it's about changing your own way of life and the way that you so converting oneself sounds a bit like forcing yourself to do something you do not really want um, ok, well, what else can be said about it it's probably a quotation made probably for talking a lot about it it's easy to um it's easy to talk about it in very long way just like I doing now and that you can talk for hours about really nothing it's one of the examples of words or talks like this um, well, um, probably it would be main the main topic or the main thought of some kind of book I would in one second because um, everything that could be said about it about this quotation about converting people as a topic can be said in three minutes *(well, I think that I was talking quite fluently, when I heisted it was pretty much because I forgotten some words the usage of either the word used or the hesitation if using some other word was because some let's say dictionary problems so when you are waving hands, doing circles making circles when you need to push something or just make it go out of your body no idea about other gestures).*

**S13: Kelvil: May I ask, Lord Illingworth, if you regard the House of Lords as a better institution than the House of Commons? Lord Illingworth: A much better institution, of course. We in the House of Lords are never in touch with public opinion.**

Well, the quotation, I suppose, is a bit archaic, comes from, I don't know, 19<sup>th</sup> century literature or perhaps a common programme of some sort um perhaps in some respect um it reflects um the attitude of politicians in Britain that's because it's definitely Britain if House of Commons and Hose of Lords and reflects their views about common people um perhaps also the House House of Lords is a bit archaic institution as such. There have been some discussions about the future of that house the relique, I suppose

it's the word the reminiscence of the past (*nie wiedziałem jak przyjąć ten cytat i co nim mówić w języku angielskim, który nie jest moim pierwszym językiem, szczególnie jeśli mam mówić tak sponatanicznie, bez wcześniejszego przemyślenia czegoś, więc tutaj jest taki komentarz*) um, yes, um, I'm not sure what the results actually were the left wing government decided to keep it obviously in Britain there are lots of attachments to history and tradition and they view um this House of Lords as this traditional structure of the politics so perhaps it will be preserved it also guarantee that some legislations in Great Britain they would also be... if they are controversial legislations they would be ... it would take longer to ratify them so I suppose that the idea behind keeping the House of Lords um but going back to that quotation other associations, no can't think of anything else I think I wouldn't correspond it to our Polish context as I view our parliament as rather alien place which is detached from reality, perhaps I have more um they are trying to be more transparent that is the word is the fashion in politics at the moment. Transparency whereas in Polish politics transparency um is not an issue (*um jeden komentarz zwykle w dyskusjach ja przyjmuje pewne postawy ideologiczne z którymi ja się utożsamiam , tutaj temat jest polityka, może nieszczęśliwie, więc może ja bym dążył raczej do ujęcia pewnych zjawisk w swój własny sposób, więc ja tutaj starałem się tak bardziej być obiektywny nie bardzo mi to wychodziło I chciałem może coś wyrazić um unikając jednostronności, ale to jest czasami nie do zrobienia, miałem czasami pewne problemy z rozwinięciem tematu i szukałem jakiś pomysłów w czasie mówienia czasami może parafrazowałem żeby naświetlić coś może też troszeczkę sztuczność tej sytuacji wpływa na to że nie chciałem nic mówić miałem obawy czasami, zatrzymywałem się kilkakrotnie, zastanawiałem się co powiedzieć, stara technika*) ( *zwykle zastanawiam się co chce powiedzieć, nie rzucam się zaraz do wypowiedzi analitycznie podchodzę bardzo do pewnych rzeczy ...*

**S14: Modern morality consists in accepting the standard of one's age. I consider that for any man of culture to accept the standard of his age is a form of the grossest immorality.**

(*Dobrze, tak ja może to tu* ) yes, but I wouldn't like to talk off the topic (*uhm, ....no dużo pani ma do zbadania*) is there any chance to change the quotation or not um (*ha... no może po polsku po po angielsku to mogłabym się długo zastanawiać um ja się tutaj długo zastanawiałam prawda problem był w tym, um że wydawało mi się że może do*

końca nie rozumiałam tego cytatu i no ja zawsze staram się troszkę pomyśleć zanim coś powiem musiałam po prostu odnaleźć te swoje um jakieś myśli i w ogóle i w ogóle jakiś pomysł, żeby tutaj sklecić jakąś wypowiedź w miarę sensowną, na mojej twarzy chyba wszystko widać czyli uciekanie wzrokiem, uśmiech typu no tak mam coś powiedzieć, ale za bardzo nie wiem co i tutaj spoglądanie no staram się patrzeć na Panią, to co mówię znaczy kontrolować właściwie nie to jest chyba takie złe słowo raczej utrzymywać kontakt wzrokowy um tak dużo macham rękami ja sobie staram się pomagać czyli, aha już wiem jeżeli miałam jakiś nie wiedziałam zbytnio co powiedzieć, albo chciałam jakoś rozpocząć to ja zawsze, to co zauważyłam rękę do ust przykładam, nie wiem dlaczego, ale może to coś znaczy gesty były na przetrzymanie nie wiem kogo siebie czy pani i danie sobie trochę czasu, wiem, że to czasami niektórym szybciej przychodzi niektórym no trochę wolniej no dobrze mogę dalej) ...problematic one....the problem is that I don't understand the quotation and so that's the problem I wouldn't like to be off the topic and I will not say anything interesting probably. Modern morality consists in accepting the standard of one's age um is it like um (zauważyłam, że ja się dużo ruszam w sensie tutaj te gesty czy poprawianie ubrania właśnie nie wiem czy to nie świadczy o jakimś takim um takiej niepew..., że nie jest się pewnym jeżeli chce coś powiedzieć i wyrazić jakieś swoje opinie to raczej są to przemyślane rzeczy i staram się brzmieć, żeby to brzmiało po prostu pewnie bo wiem o czym mówię um natomiast to właśnie mnie tak zastanowiło ale ja strasznie gestykułuje i to chyba rozprasza zresztą tutaj zauważyłam, że się śmieję tzn ja ogólnie jestem taką wesołą osobą, ale jeżeli z panią rozmawiałam to tak jak pani się uśmiechała czy w ogóle jakiejkolwiek reakcje pani to też było widać u mnie się pośmiać troszkę a z takich bardziej rzeczy, które mówiłam, tak rzeczywiście nie chciałam powiedzieć jakoś pewnych rzeczy nie wiem czy nie chciałam pewnych rzeczy powiedzieć, jak po prostu mam teraz kontakt, z osobami które są na prawdę młode 18 lat i starszymi i więcej właśnie mam taki problem, który właśnie z tego powodu wyniknął i cały czas miałam go w głowie i po prostu chciałam to wszystko jakoś uogólnić mniej więcej podać możliwości mówiłam już potem jak doszłam dętego, że wiem o co chodzi właśnie w ten sposób tak) so is it like no matter how old are you have to have um a standard of morality so the person who is sixteen or seventeen in her twenties or even older think a specific way and has his own values right so uuum because it depends if you are an experienced person or not because when you are seventeen um you don't have experience that's why his or her actions

sometimes um can be um very stupid and we cannot judge um her or her his or he sorry judge the person just because um he's we cant say any action is stupid... or the person is irresponsible because we have to always take into consideration the age so um right um what else can I say um people are judging actually always see or just um *(znaki przystankowe strasznie się często powtarzam szukanie jakiś myśli ale na pewno też jakiś kontakt z państwem wzrokowy czy taki szukający akceptacji w tym momencie kiedy ktoś tam i wtedy ucieka mi tutaj pani i nie wiem do kogo jakoś nigdy nie rozmawiałam z kamerą po prostu słuchacza jakiegoś cokolwiek bym mówiła ale widzę, że bardzo aktywnie nie tylko jeśli chodzi o słownictwo ale tutaj całe ciało jest w mojej wypowiedzi żeby czuć się swobodnie)*

### **S15: Indifference is the revenge the world takes on mediocrities.**

Is that... basically those who are not really important for the world yes? So to say those plain people are really treated indecently. I mean, um nobody really takes care of them um to such an extend as as, as it should be done and um I think um you know sometimes um, you know people um take care of of things that are really not that important for for, for those plain people and um you know there's been the situation recently I'd been told that you know Polish government takes care of parents you know instead of for example poor children who have no parents um they have basically nobody who takes care about them um so um I think um indifference is basically big problem in nowadays world because um you can very often *(ok one remark on the spot, I know that everybody does that thing but, I mean those idiosyncrasies yes, during the speech but it's really difficult to get rid of that and this is it and I know it spoils the coherence somehow well enhancing well I believe that without that the speech sounds less natural that's for sure but it doesn't sound nice especially when you exaggerate, to certain extend it's ok but I think that it was too much)* you can see the situation on the streets that something wrong happens I don't in a man is dying in the street or a hurt animal is you know somewhere under the bush and nobody really cares people just walks past you know very indifferently and they don't really think that such a situation might happen to them the thing might be that without any help just like they did and basically I believe that everything we do in life or we don't *(another thing I noticed is that I overuse is basically, this is for sure, um, this is good thing because it makes you realise certain things you about your speech so this is another thing I noticed)* these

thing get back to you somehow and somewhere some day so I think that it is hard it is a problem that people um I think it's hard to to, to say um why it is so because, I don't know people are somehow *(I see that when I, you know I'm thinking about something I do something like this I don't know why it's just some kind of behaviour)* no it's like it could be compared to some very difficult conditions when people just they don't see, don't feel, don't smell anything just, you know they are numb and dumb and they don't really care about anything and people just say that basically they they take everything for granted they they they somehow think that they deserve things and that everything will be given to them on a serving plate and they don't really think about other people and I think that this is a big problem so well I'm not sure about that revenge I think revenge is connected with... it's like a pay back somebody did something bad to you and now you get revenge and um *(obviously the gestures were more visible when I was wondering about something and especially when I was talking about those people who don't see and don't feel anything and so on , I guess that when I start a sentence and it happens to go in a wrong direction I guess I just abandon it and I start a new sentence trying to express what I really meant I don't think that I quit any ideas. Frankly speaking, I um I didn't have that piece of quotation to look over so it was very ad hoc if I had a minute just to think about this, this is why I got back to that revenge because suddenly I saw it um , I am not aware of any strategies I use maybe I use them but I am not aware of them.)*

**S\*16: Thinking is the most unhealthy thing in the world, and people die of it just as they die of any other disease. Fortunately, in England at any rate, thought is not catching. Our splendid physique as a people is entirely due to our stupidity.**

I' m not ready but Ok., well what comes to my mind um, first of all I wouldn't agree with that um quotation because I think that without thinking we would die so I would say, so I wouldn't agree with that quotation because well if we don't think then our brain gradually dismantles and um dies because, well from our beginning as we are born we are taught how to think and we learn how to think yes and how to develop our mental abilities and to our studies yes primary school, secondary school and then higher education we think all the time and it's said that when people get older, yes, and they don't train their brain then it works it stops working properly and all those Alzheimer diseases, for example, I think it's all connected with the lack of thinking and, well I

believe that everything is unhealthy but not thinking of course too much thinking might be, might do some damage as well because overthinking is no good as well but balance in life in everything is necessary and without thinking we would definitely die so um what else can I say. I don't know why England is mentioned here and not the whole world in general why it's concentrated on England. (repeating part of the quotation under her breath) Well, I could also say something about the stereotype of blond women for example who are supposed to be stupid but in fact very many women are well very intelligent no matter what colour of hair they have, or how beautiful they are, yes, so I think that our appearance doesn't matter at all.

*Laughing, ok, I thought I would be much worse. I'm not sure at that point if I understood the quotation correctly that's why I'm still not sure about the value of my utterance, yes. So how did I understand the quotation I don't know if I understood it correctly or not so at that point I 'm sill not sure if I understood it correctly or not. Hm, I just had to express what I think about it so That was my goal to convince that my way of thinking has any sense if that's any communication goal. No I was not aware of the goal.*

*I'm not sure I didn't quite concentrate on the associations, maybe I concentrated more on the words that were written I don't know. Now when I'm thinking associations are not quite what I said, I think, but well...Let's leave it.*

*I'm not sure what my expectations were I wanted to to to express myself in the way that you expect me, yes you expected me to to say what I associate with that and I don't know I didn't have any expectations as far as I'm concerned, yes. It was more for you*

*I think, um considering the fact um that I didn't have any time to think, I think that I said more or less what I wanted to say even if it didn't have any sense but at that moment that was what I was thinking about.*

*When I hesitated it meant that I either didn't have any further comments, I lost my ability of thinking at that moment or it was connected with lack of appropriate vocabulary yes so I had to switch to something more simple or just something else*

*I do not quite understand what you mean by ignorance here. Ok, I was going round the bush so or just pretending that I understand it correctly This is just how or what I wanted to say about my ignorance.*

*I didn't have time to plan I started saying what I believed is ok and then when there was still some time left I just had to think about something else yes it was just to fill the time.*

*My utterance wasn't coherent because I wasn't sure if I'm saying things that are true this was the first thing and the other thing is that I'm not that fluent, yes so, because cohesion is also connected with our fluency in language so I think it was one of the reasons why it wasn't coherent um I might be wrong but well*

*Lack of appropriate vocabulary and second of all not much to say yes so maybe that caused problems.*

*Maybe not in the word that I would use in Polish for example but yes more or less.*

*Ok, when I'm nervous I always use gestures, yes. I noticed that at the beginning I tried to stay calm but then when I realized that it won't be that easy I had to support my verbal communication with some gestures but they were quite coherent with what I said yes, because when I used for example gradual education, the whole world they were more or less connected with what I was saying um. They weren't relevant they were just a supplement to what I tried to express.*

*I noticed that from time to time I spoke that I was kind of trying to laugh or smile yes, so I don't know I think it was hiding ... my ignorance in fact. Yes, so I'm laughing at that moment. I didn't notice any other facial expressions I'm sure that if there were any they weren't relevant. They, if someone just heard what I was saying without seeing me it wouldn't change anything so.*

*When I for example wanted to use conditional sentences I had to stop for a second and think yes, in the first part I had to use present simple and then different phrase of I just ... there was a moment when I was talking about balance I think so I mispronounced something so I came back to the beginning of the sentence and then repeated the whole sentence more or less correctly*

*When I just thought it wouldn't sound ok or if I'm not sure if that's the right context of using the word um. Also because I'm a student of fifth year so my utterance should at least be correct on the level of the student of the fifth year of English Philology.*

*Strategies, um, I was trying to keep an eye contact yes, and I was using yes to maintain this contact so I think these were the two strategies that came to my mind.*



**S\*17: We are all our own devil, and we make this world our hell.**

So the quotations is we are all our own devil and we make this world our hell. Right so what I associate with that quotation would be that as one of the Polish writers during the war time said um so it's that the men actually create um the bad thing for the other, for the others and actually the reason for the bad things happening the reason um for evil in the world is rooted in people themselves thanks to that according to that according to war literature there was there were such a hard conditions they were the result of people's actions. It is true not only about the war I mean in everyday life it's just if we were just more sympathetic um if we didn't treat people as enemies I guess the world could be um different and also um Hold on a second I need to read that again yes and this is what comes to my mind. Yeah, I mean this is basically it I can't imagine anything else.

*Shall I just read the question and then answer? Hm, I just explained how I understood the quotation in my speech, right*

*Right, um I guess it agrees with the quotation but the instruction was like um, I guess I've given an association but I treated it a bit like expressing my opinion on the topic and it was not only giving associations, maybe I should've enumerated it, yes I associated it with this this and that and then give my, I don't know, and support that, yes and I just enumerated but I like started to, um analyse the quotation more rather than giving associations, yeah, that's my feeling, right. Um, just a moment I need to read that so it partly agrees with I was actually to say.*

*When I hesitated I just tried to sort of um um find the right words to express what I wanted to say and tried somehow connect my utterance sort of in a logic way which is not easy when you've got um the quotation or any topic and you are to express your opinion just straight away even if you've got I don't know half a minute's time, it just, what I need especially in case of quotations because if it was just a topic like what are the advantages and disadvantages where some obvious thing like everyday life you ca just express your opinion, right, when you've got quotation you need just grasp what you want to say about that and um so I need a bit more time especially when I want to relate to something 'cos I like to relate to something you know to to give some support to my ideas it's not just my own, not always my own imagination to to to to sa such things and um*

*Well, I did not have much time to plan that I just read the quotation and what came to my mind first I just started with that because I guess there was too little time to plan it. If I started planning I would be sitting I don't know a bit late a bit more on that, right.*

*So, um what caused problems um. It is what I've already said that the thing I need a bit more time to um to um to connect my ideas um so now I I guess I didn't express everything what I wanted because I still didn't have that much time if I had I don't know about five minutes more maybe not five just a bit more I could think about it I guess it would be more clear what I wanted to say and also I guess the um the thing that I was actually more explaining the the quotation and um and not just giving associations it's just getting used to such activities What I was always supposed to do in case when I was presented with the quotation or the topic it was just talk about it say what it means related and not give simply associations like, you know, um but just explain, right um so different tasks connected with the quotation during my studies.*

*I guess I used some gestures um yeah I use gestures when I want to explain something like right now so um I guess they were relevant these were the moments when I just wanted to make clear for you.*

*My facial expressions right, it like, I don't know, how can I assess them when I'm thinking I'm just looking somewhere and just trying to concentrate right it's not well when I'm hesitating sometimes I'm smiling and sometimes I need some moments of silence even. Um, yes*

*(Asks for clarification) The reason for that be as I already said, and I didn't have much time to think it over and later on I just didn't want to repeat that all the repeat the same right 'cos it wouldn't you know so I guess in the end, right when I needed this time to think about the other idea that came to my mind so, as I said I didn't want to repeat myself.*

**S18: The books that the world calls immoral books are books that show the world its own shame.**

Um, well, I think there are some truths in the statement, because we don't like um, um when someone points out our faults, our sins which we usually hide somewhere um in order not to show them to the world, to other people and when someone um knows so much about umm our mind, about what we sometimes do or think um we are sort of

disgusted and we umm would like to forget about it, because we do it ourselves, we tend to move it um into our well subconsciousness we don't think about it everyday, and we sometimes are ashamed of our thoughts and beliefs so it's and we don't like being reminded that it happened and even, we disagree um with the writer with what the author said of the book it's better to sometimes, well, it's better to, um criticize, um the author for the book that is immoral, and we certainly aren't that sort that is being described. Um well I think that the book, the first book that I called immoral when I was, um, in a highschool age. I read Dostojewski's "The crime and Punishment" found in this book immoral and also the teacher we had discussion also left impression immoral, I read the book for the second I read it 3 times all together, I, I didn't find well immorality in the book itself, but in our interpretations of it, in what we, um, because the book it not umm neither in favour the crime against it. For me it's just pure description of it and now the immorality um is in us not in the book, I think, and in what we do, um...

*Can, can I see the quotations once again? Because the quotations and I don't remember it. "The books that the world calls immoral books are books that show the world its own shame". Um, so goal, um, I think this was um, what I said, I, I didn't plan my, um, um my speech if I can call it like that and well my communicative goal was, was, simply to communicate my ideas but, it wasn't like to make the listener um, well, disagree or agree with my statements, just to communicate certain um ideas, my my thoughts and on the spot I think, I didn't plan my speech, and um um eh (laughter), well my expectation – I didn't have any, when before I started speech, so umm, I think what I what I wanted to say thing umm, well it's somehow hard for me to to reflecting today, and it happened to hesitate. Um, hesitation was caused by um, well by, by like of um, well, I, I couldn't call, find words I wanted to use that the main reason for hesitation. However, I think that um even in Polish, I would well expressing myself in Polish I would hesitate well. Um That was caused by the topic, by by the surrounding, by the environment, that I was supposed to speak for 3 min. um, I knew that I was recorded and I think it all contributed to certain well, um...and, and I couldn't really focus on the topic itself, I was a little bit destructed by the hi-tech equipment etc, and the situation, but um...um the situation, the um well I think it wasn't like natural, to speak for 3 minutes, about first of all such topic, such a topic, and um in such situation so I think it was a bit stress for me that's why hesitation occurs. Um I, I don't plan my speech and*

*I'm in terms of coherence, I mean individual sentences were coherent, but it wasn't structure in the speech and there's no introduction that the listener to, to um some more explanation and no conclusion at all um, um I just um personal experience useful and definitely I, I didn't express what I wanted to express um but um well I don't know if to express um but um, well, I don't know if my performance would be much better now, if I'm still repeating and different quotation. I think I would also um, I wouldn't also planned and hesitations and desperate searching for words in my mind which would still take place um, Yes, I definitely few times....expression, well that I couldn't find um, except word to that's why I decided to talk about something else, but those, lost of like the same thoughts, which I didn't like for the first half of my speech, I was like one sentence could, well, I'm rather well when I'm listening to some, I like when the figure is really clear and expresses himself or herself clearly. And um, one sentence, one thought and etc. but used it was using different words. Don't like the beginning. Than the second part, um, in my view is a bit better, only, but um tense. The beginning I was just um, no nothing, no coherence, I couldn't find the term. I think there's a kind of location skills and talking um before I really started speaking and tell you something and that to give myself the time to think about the topic, I was like repeating myself um few time at the beginning. Well, um strategies used. I made reference to my personal experience. It's also useful and um, maybe it's also caused by ignorance. Reveal my ignorance, I just quitted to, to my experience as a reader um, um so this was also a strategy, I think, I used here to, um, to ,yes, yes, yo um how to call it, um still to, to, well kind of save my face a speaker, to say something connected with the topic and, and something connected with the topic and, and something that we agree with the quotation with the and the instruction and that um, that would um... be maybe simpler to talk about it I don't exactly remember, and , and today yeah.*

**S\*19: Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.**

Well it sometimes happens that people are afraid to reveal his or her feelings and that is why they feel safe, when they um would care well to be somebody else, not talking of his or her names they prefer well....it is sometimes, it sometimes happens that they want to speak anonymous anonymously because they feel that giving her or his opinion may be frustrating they will , will feel of losing their face in front of other people to the

pretence to speak after somebody's other naming after somebody else behalf...well I don't know I thought that I am concerned um it is really different because it depends on the situation because sometimes I feel I am really safe when I put on the mask when I am performing simulations, quoting somebody, role plays because sometimes I feel when I will present my own opinion I would be like bombarding me with a..., with the comments....my person will be, well, the mask will be a situation like very argumentative and um about my person sorry, sometimes from a different situation not from my point of view it will be safe for me and I think that I will feel much better?

*Sometimes I feel that well while watching talk shows it sometimes really strange for me because I never ever do it like this and presenting opinions and revealing myself completely like talking about my feelings, experience, I don't feel good while revealing myself completely to left something unsaid.*

*Yes I see that it was not um planned as it should be, I did , I have done it off the cuff really just like those . I produce my opinions that came to my mind and well I have to avoid such jerks I was so and I could see it all the time was very nervous feeling assure safe one conceited and well the same applies to language I, I, was using some I was not convinced what I have already said um that it is not why I repeat myself or maybe use the word with the same meaning but different one like perform or carry out. And well, to tell you the truth I mean, I may not be satisfied with what I said because umm...um I don't know whether I understood the quotation may be it was something about lying... I don't know the mask for me is not the thing that is hidden , not revealed and I don't whether I , I completely understand this I don't know well, what disturb um me , well in order to me while watching it was that I made a bit fuss about it I kept fidgeting , I kept well, adjusting myself to the seat and um let alone being flushed all over and well I don't feel that I expressed myself thoroughly , completely and well and um I am still not sure whether it was um well presented and I don't know feel that I completely um told what I was supposed to to, to tell and it sometimes happens for me that I, I , I Now I watching it I feel may be um, um if not watched I would feel well, I said something and it was not said well and I could better um.*

*Maybe I don't know whether it was here but my voice sometimes I change my um voice. I , I ,I try to made the interlocutory to be interested in what I am saying and I try to interest him I want my story to be compelling to be gripping I, I well um talking about words I don't know , may be some linking words like firstly , mostly suddenly or all of*

*sudden I don't know it depends on the situation on what I am talking. What I am supposed to talk about. It falls stupid sometimes I, I it gave the impression that I am not satisfied with what I am talking what I am presenting and I may feel not um well that I might, might feel a bit inhibited about the situation and not um open I was so well, I, I was so sure that I can do best while converting to the other people and that I may grip them with my , with my what I am talking about , but I feel it is not so, it is not like this and I have to change something.*

*Well may be I cannot , well may be the situation is that I am not practising my language all the time and that is why I might feel a bit inhibited about the fact that I might that I might made some sort of mistakes and the other comes that I do everything off the cuff I am not prepared I am dis...um I am indecisive and I am not um prepared, I am disorganized and well this , I know about this and and this and it has intimate, um immediate reflection about it, upon it. Ok?*

**S\*20: To develop that real love of beauty which, as Plato is never weary of reminding us, is the true aim of education.**

Ok , what I can suggest to discuss the meaning of this or quotation or my association for this....It is recorded? Anyway that I think its aim here is that true education is not only to present people with some pure facts like mathematical facts historical facts, it is a theory which actually may not be of of importance for us but to, to develop a sensitivity for a, for art, for environment, for everything that surrounds us, for to develop this kind of empathy for others, um. It's to appreciate, to learn to appreciate um. Beauty in many different aspects of life not only physical beauty but also the small things that might be found everywhere, wherever we look and, and what else, that would basically be it...well.....ok. It's complicated although the hardest part is kind of experiment I am not a talkative person too and I am rather brief in my, in my opinion um, ok so for many of us... Educators should concentrate on developing some kind of program that will apart from including theoretical aspect of the things they should try to broaden their curriculum and the plans for educating people with some more, more like emotional aspect and some affective aspects of reality the spiritual issues that might be discussed and might be conducted for developing differentiation for, for beauty that surrounds us so far I had hardly experienced this kind of education leading to some, to some you know, development of myself as a person, not only as a scholar but also as a person and

education especially high school education and primary education operates some on very theoretical level not the practical level and may not be, not be emotions and, and not paying attention to students as people.

*So, my remarks concerning ...shall I speaking English or Polish? Supposedly I can much better in English...*

*Ok so remarks concerning the communicative goal I guess I understood the quotation and um. My answer was relevant with, with the passage and um....it didn't quite come out to my expectations I expected it something more trivial like capital punishment or something like that because is usually used in this kind of experiment but it was quite nice and um. Basically, I said I just wanted to say and but I cannot say that this utterances was structured it was more um. Relating to the planned, planned response to the question what cause problems is that I was at loss for words I mean perhaps not for the loss for words but for ideas, what to, what else to say and what else, what else should I say on this stage?*

*May be I'll comment on my gestures I realize that I realize for some time That I do use a lot of gestures especially where there's something um....you know casual and physical that I can actually show like level, emotions, expressing emotions and is in, I think that it makes conversation and monologue in this case more vivid and helps to express opinions um, what else, when I, when I am at loss for words I either lower my eyes or looked in some different directions like I try to escape the eyes of interlocutor or the eye of a camera and what else...., I think I didn't quit any, any kinds of thought cause it used to happen that now I am trying to get through some obstacles and go on and finish my utterance, am I am looking for some words, replacing those I cannot recall so I thinks it is the most common strategy either or sometimes I try to drop the sentence and start another one that is at most and the same theme and um... I try to continue in a different way so I cannot recall or a word that doesn't come to my mind....um.. facial expression it's the first time I saw my face recorded and it's a quite funny speaking experience and well my facial expression was, was quite okay, as far as I am concerned... no perhaps I don't realize it but I don't think I would do it.*

**S21: Whenever man does a thoroughly stupid thing, it is always from the noblest motives.**

Um, well, um in my opinion it means that usually people want to do something good and they really try hard but sometimes but sometimes it it doesn't really work and um, um something stupid happens and um, well I don't know what else to say um... um chyba pani nie pomogę bo na prawdę... . Um, um, um, ok so ... I wanted to help my friend because she liked one boy it's a stupid example but and I wanted to help her to meet him and I arranged a kind of meeting and when she discovered that it was planned she was so furious that I wanted to to help her but she was really very angry and she stopped talking to me for a while and um it was a good lesson for me. I wanted to help her because she is a very shy person and um I just wanted to to help her to meet the boy but she wasn't very content and I has many problems.... I can't really recall any other situations, I don't think so

*Um, um po pierwsze nie czuję się pewnie jeżeli chodzi o język angielski, ponieważ tutaj no jeżeli chodzi o konwersacje, no ja praktycznie od dwóch lat nie mówię po angielsku czyli ja już po prostu zapominam, więc to był, to było po pierwsze. Po drugie kamera, ja ogólnie bardzo się stresuję przy jakichkolwiek wystąpieniach publicznych powiedzmy, więc dla mnie... ja mam wtedy pustkę w głowie i i ja z chwilę będę miała tysiąc pomysłów co ja mogłabym powiedzieć tutaj, ale w tym tym momencie ja po prostu no no no nie za bardzo wiedziałam jak odpowiadać, nie wiem co jeszcze, um, um, um. Myślę, że było widać, że nie za bardzo wiem co powiedzieć i i ten stres jednak troszeczkę, zresztą ja zawsze miałam taką rozbudowaną mimikę. Myślę, że ... jak szłam do odpowiedzi przy klasie i nie wiedziałam to po prostu był śmiech bo miny były różne. No no myślę, że że że język ciała tutaj pokazał mniej więcej to co czułam i i to, że nie bardzo wiedziałam co powiedzieć i ze tak troszeczkę byłam zagubiona i wyszło jak wyszło ... Nie wiem, jeżeli chodzi o zrozumienie to powiedzmy no myślę, że rozumiałam mniej więcej więcej o co, o co chodzi, no jednak to był mój odwieczny problem, że, że że że jeżeli ktoś mnie pyta nagle i bez zastanowienia po prostu nie mogę, nie mogę znaleźć odpowiedzi i tak samo na lekcjach konwersacji, jeżeli ktoś mnie nagle wyrwał to po prostu ja sobie muszę to cichutko na spokojnie przemyśleć i wtedy owszem, ale tak tak spontanicznie to to u mnie nigdy nie wychodzi. Zawsze bardzo źle wypadam na egzaminach ustnych, egzamin ustny to jest dla mnie tragedia, bo po prostu zanim ja sobie coś wymyślę to już na przykład z kimś z kim mam konwersację to już mnie zasypie tysiącami zdań i ja już po prostu już już się gubię no to – z tym mam duży problem, myślę, że to też jest ten właśnie barak ćwiczeń w mówieniu i jakimś tam właśnie*



*analizowaniu um, tych swoich kompetencji, ale ogólnie właśnie źle wypadam na wszelkich ustnych egzaminach, nerwy i ta pustka w głowie to wszystko sprawia, że po prostu marnie.*

**S22: In examinations the foolish ask questions that the wise cannot answer.**

The quotation in examinations the foolish ask questions that the wise cannot answer seems somehow paradoxical 'cos it's yeah the foolish that ask questions and the wise who can't answer them so um I don't really know what this might mean, it definitely must mean something, um. Probably the most difficult questions are the ones that um are hard to answer, I have no idea to be honest. As a teacher frankly there very often questions from my students which are hard to answer so I may treat them as not the wisest as the students and me myself as this wise person (gesture referring to ..... ) in the classroom um and sometimes I find them quite difficult to answer um especially the adult students who are quite analystic and they want everything how everything works and sometimes I find um this kind of answers really difficult to provide for them um maybe it's my lack of knowledge maybe it the thing I don't pay any attention to details I just take thing for granted, my my students not necessarily so this could apply to my situation as a teacher. As a student, well I'm a kind of student who doesn't ask questions um so it doesn't apply to me. Um, what else...

*Tragedia generalnie nie lubię takich właśnie spontaneous dyskusji, cokolwiek, na jakikolwiek temat lubię się przygotować do tego cytat był troszeczkę tak nie bardzo wiedziałam do czego go przypiąć. Dużo było tego mojego – operacji rąk twarzy, także będzie dużo materiału. Plan, no pomyłka, gdybym miała chociaż pół minuty, żeby to sobie w głowie jakoś poukładać, byłoby dużo lepiej – wydaje mi się przy najmniej. Mówiłam, ale nie wiedziałam o czym mówię – nie lubię tego. Czyli tego planu nie było. Coherence – też to było średnio. Um, raczej problemów lingwistycznych nie było, myślę że powiedziałabym to co chciała ewentualnie, gdybym wiedziała co chcę powiedzieć i raczej był problem z tym co chcę powiedzieć, a nie jak. No i gesty można było zauważyć, że było ich dosyć. Generalnie one mówiły same za siebie, nie. Momenty, kiedy nie wiedziałam co powiedzieć nie patrzyłam na kamerę czy na panią – czyli to źle, generalnie kiedy jestem pewna to patrzę na ludzi do których mówię, tutaj było widać, że nie czuję się z tym pewnie*

**S\*23: Men marry because they are tired, women because they are curious: both are disappointed.**

Um, this, this quotation's quite controversial for me but at the same time with all these controversial um, things it includes it makes me somehow happy and it still makes me somehow laugh because am I'm married and I did not um get married because I was somehow, somehow curious I, I got married for love mainly um but somehow it is a bit true especially, I think, in the case of men. Because somehow in the when men get to a particular age...the pressure of society, the pressure of mothers, of of friends tell, tells them. All right, get married finally because when you wait a bit longer um you'll be for the rest of your life you'll be a single forever and I think, this this makes the men a bit more conscious when looking for a partner and they start looking for a partner for the whole life. Um and as far as women are concerned love in the case of women is the major, the major cause I think but on the other hand it is somehow possible that you get married because, because you just think it's the final time to do this. And when, when women when a woman actually decides to, to get married she feels this is it...but um I think it's not because of curiosity or because of, of because the social tells, tell you um Oh you should do this and that but rather just because two people meet together. But maybe this opinion is a bit subjective because I'm, I'm a woman and, and it's quite difficult for me to, to be um objective in, in this case particularly and also because I've got a husband too. But...disappointment is not the case...is not the case, I think disappointment could be, could happen if two people marry only because of curiosity or only because if they if, if they are forced to do that. Um...when somebody's married because he wants to, I think there, there's no place for disappointment, there's no, no place for somehow being sad and, and tired or being with another person. It's, it's not the case...it's rather because...People are disappointed because they, they feel they didn't didn't um find or didn't ought to the partner because, because they, they were in love...in love with this person.

*Wydaje mi się że cel wypowiedzi był zgodny z tematem i przebieg wypowiedzi też. Wypowiedź była bardzo osobista, wydaje mi się, nie była na tyle obiektywna nie mówiła o ogólnych prawdach tego świata tylko raczej bazowała przede wszystkim na moim własnym doświadczeniu. Kilka razy zawahałam się zastanawiając się raczej jakiego słowa użyć brakło mi po prostu słowa i te momenty zawahania były też po to żeby zebrać myśli, przeskoczyć do następnego punktu którego chciałam w swojej*

wypowiedzi zawrzeć. Um mogłabym wydaje mi się jeszcze trochę mówić na ten temat, gdyż z chwilą wypowiedzania pewnych myśli przychodzi do głowy kolejna myśl i że tak powiem z trzech minut mogłoby powstać tego dużo więcej. Uśmiech na twarzy wydaje mi się sprawiał dość dobre wrażenie, kiedy tak na siebie patrzę, sprawiał też wrażenie, że jestem pewna tego co mówię i nie jest to takie wyssane w jakiś tam sposób z palca. Wydaje mi się, że jeżeli miałabym oceniać swoją wypowiedź to to byłaby jak najbardziej w porządku, oprócz kilku drobnych błędów, mogłam zastosować inne słowa, inaczej coś gramatycznie ująć, ale wydaje mi się, że zgodna z tematem i drugi raz wypowiadając odpowiedziałabym w ten sam sposób.

**S24: Men marry because they are tired, women because they are curious: both are disappointed.**

My quotation is kind of topic men marry because they are tired it's maybe because um they are not prone to take care of themselves especially when they mother happily take care of them and women because they think they will find some kind of prince or something like that so they want to sometimes they are tired because they have to fulfil some kind of relationships or some kind of schedules and they don't have time for themselves for their individual development and sometimes it is the case that a women think that the man will change after the marriage and I think that women will not change after marriage so um it is the same situation because um the relationship and it depends on occasion and it depends because in its initial phase is so much different than when people get used to each another um it's very very difficult to communicate or express in the sense of one party understanding another person so I think that um maybe men are tired they get tired after marriage when they I think they well use the stereotype that they are grounded they haven't freedom after their marriage maybe they think they are controlled and very demanding wife or they don't have protecting self new but on the other hand they especially in Poland they should be really grateful that women in other country many things for themselves and not many things for their marriage because I think that love is more important for women than men, unfortunately.

*Jeśli chodzi o zrozumienie cytatu to wydaje mi się że do końca go nie zrozumiałam ponieważ myślałam że chodzi bardziej o to, że mężczyźni, nie wiem, pod wpływem nalegań kobiet stają się już zmęczeni dopiero wtedy się żenią. Natomiast, ja to powiem może tak, że są zmęczeni, nie wiem, byciem sami ze sobą i nie radzeniem sobie*

*dopiero wtedy podejmują tę decyzję o małżeństwie, żeby sobie jakoś to ułatwić bo są zmęczeni swoim własnym życiem, a nie takimi naleganiami, takim naciskiem z zewnątrz żeby się ożenić um, nie ustaliłam sobie żadnych celów, ani planów wypowiedzi przed, um nie miałam żadnych założeń przed tym nagraniem ponieważ jak dostałam ten cytat to nie miałam zbyt dużo czasu, żeby pomyśleć, więc nie mogłam tego za bardzo usystematyzować mojej wypowiedzi i były tam rzeczy, które może nie wiem, chciałabym i powiedziałabym inaczej. Nie założyłam sobie dokładnie żadnego, żadnej konkretnej wiadomości, którą chciałam przekazać. Głównie chciałam się skupić na tym takim statutowym postrzeganiu małżeństwa, że kobiety to właśnie ta zła obeszłowna strona natomiast mężczyźni są biedni i robią wszystko co każe im żona. Były tam pewne wahania i różne mankamenty słowne w sensie, um i innych wstawek i pomruków ponieważ jeśli nie, nie mogłam sobie przygotować tego co chciałam powiedzieć w jakiś takich punktach odnośnikach to co chciałam powiedzieć to musiałam myśleć bardzo szybko w chwili mówienia, więc stąd te wahania, tak samo jak teraz przy nagrywaniu dokładnie też tego nie przemyślałam, więc muszę się zastanawiać w trakcie mówienia, więc dlatego, dlatego tego wynikają te zawieszenia. Myślę, że jeżeli chodzi o planowanie to moja wypowiedź nie była bardzo spójna i może było tam za dużo przeskoków, nie było tej takiej całej ciągłości logicznej chciałam pokazać różne aspekty, w 3 min jest trudno się zmieścić, więc dlatego były takie przeskoki z tematu na temat. Um, jeśli chodzi o mowę ciała, gestykulację, mimikę to znaczy nie miałam okazji nie miałam doświadczeń z nagrywaniem się i trochę to dziwnie wygląda. Mogłam być bardziej spokojna patrzeć w konkretny punkt, zdawać sobie sprawę, że mogę się zachować bardziej no i jednak jest to ten element stresu też, też odgrywa.*

**S25: Life is a changeful, fluid, active. To allow it to be stereotyped into any form is death.**

After reading it I, I, I um actually um well to me is quite um strange that, that, because I think that life should be changeful, should be active so that it wouldn't be boring .Then if it's flexible and. Not sure why that here, this point is situated. Um stereotypes. This is some... this is life, life should be active and if it's not active, if nothing happens, than it would be death, but maybe some sort of spiritual death or if we do something on a regular basis some times it may be monotonous and um and then might death appear.

When we do automatically the things. And I think that's all. Maybe the stereotype that Poles are drunkards more often than the other nations, because you can watch notice people, you know, who drink more who are drunkards and to the point that they become legless. I mean they cannot walk are thrown out from pubs and places like that.

*When it comes to my gestures I think when I I hesitate um then I use them. I mean : I move my hands and sort of swinging on a chair and um and I may have problems with um with what I want to say. And Maybe it was because I I I maybe I didn't understand fully the quote and I'm looking for, then I'm looking for thoughts and what to say generally. But when I when I when I got to know what I want to say then I I can express it really freely.*

*No, that's all. Maybe, um... Maybe to understand all the vocabulary that's maybe not problem, because here we've got some synonyms fluid and, I understand, when I, well, When I understand the whole idea of the quote I wouldn't, there were no any problems .*

*Maybe some expressions that feel in the time, some hesitating expressions, or maybe, maybe I may come times paraphrase um paraphrase um what I just said before, put it in other words a little bit.*

*Sometimes as it's heard I'm not sure if I if I expressed what I wanted to express initially. And um not enough ideas, I think that's all.*

**S26: To be in good society is merely a bore. But to be out of it is simply a tragedy.**

Ok. To be in society, I'm not sure but all of us would like to join some group of people or some society whatever we call it and um It's good to belong somewhere, we cannot be alone, we need to find some people who share the same interests as us, as we. And um it's very important to belong somewhere, not to lead lonely life and not to be alone, to have the possibility of sharing our interests, to spend some time with people whom we like, whom we trust, who we can identify with, and um It's not good to be out of well maybe the society or a group of people we could belong to. Um That's why we may call a tragedy not to belong to this group um as people should belong somewhere. It's in our nature that we cannot be alone and I think that is most important thing.

They said, it's important to be tighter and I have many friends actually and we spend much time together, we go to , I don't know, different parties, cinemas and so we ,we create some kind of society cause it's um, we are society for our group.

Na początek nie było to aż tak przemyślane jakby chciała, żeby było. Mówiłam w zasadzie w kółko o jednym i tym samym. Jeżeli coś, zaczynamy mówić o czymś z zaskoczenia to nie do końca jesteśmy w stanie zaplanować to. Za bardzo gestykulowałam, to dopiero zobaczyłam na ekranie. Nie jestem pewna czy do końca zrealizowałam cały temat pomimo tego, że w kółko i w kółko mówiłam o tych samych rzeczach. No nie jestem pewna czy moje gestykulacje były w ogóle związane z, nie wiem, adekwatne do tego co mówiłam. W każdym bądź razie w momentach, gdy nie potrafiłam wyrazić jakiś swoich opinii to myślałam, że ręka to będzie łatwiej. Nie wiem co w zasadzie więcej jeszcze mogę powiedzieć.

**S27: Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.**

Well, I think that this proverb is somehow a definition of human life um because well we very often try to pretend to be someone else. We very rarely open ourselves um because we usually want to I don't know meet someone else's expectations, to look good in a company, between our peers, for instance. So, most of the time we wear a mask, something that we don't really want, but we must, because we want other people to like us ok. So, I think it's true that we very often speak truly, because well we don't want to actually reveal our true nature, we don't want to other people to find this, this, this gap in, in our mask. This is mistake, you know. So we don't want to compromise our identity somehow, and we...we usually are very careful to, to speak, to, to act, to what we usually look at what we do. So, most of the time our life is pretending. This is, this is really somehow, um troublesome, I think, because, well pretend all the time, and it is difficult to look for the gap in every...every movement, for every gesture, be careful what you say, not to betray your identity. This is really difficult, I think. Well, I usually um well it's difficult to to be yourself, but I try not to care so much for for other people, because well I always say "I'm myself and I like myself the way I am", so I don't care really what other people think or or talk to about me. Well, it's their opinion, even if they talk badly about me, even behind my back well it's their fault and it's not,

it's not, it's nothing that I have done ok. And I'm proud of who I am, what characteristics I represent, I'm really really glad that I am who I am.

*I'm only um I don't think I made a lot of mistakes. I think that I could add more. Now I look at this and I am more calm right now. I could say something about the influence that such a situation have on young people, for instance. When you're growing up and you're teenager and in a company of peers you're really often influenced by someone and this influence is not is not it's not always good. So, this is this is really um only thing I wanted to add, and this potentially caused some problems for this person and I understand that for this person it's very important to be accepted in a in a company of his peers, so he actually often this bad behaviour of this other person.*

*Well, actually, I think now when I look at this quotation, there's one more aspect of this quotation I haven't actually said um. That we actually got used so much to this other identities, to these masks that we often treat our true identities as something foreign. So, that's what is in the second part "Give him a mask and he will tell you the truth" because we just got used and suddenly this other nature becomes our true nature. So, sometimes we pretend and we don't know that we pretend actually. So, may be that slightly different interpretation.*

*As far as my expectations are concerned. Well, it was alright, but - as I said - I would add some things. Besides, I, well was a little bit nervous so a bit shaky, and it wasn't that good.*

*Well, I always know that I'm nervous and then I can't think straight sometimes, and some things just you know I just forget say some things all over. When I got out of the class I remember some really important and really crucial things and right now I see these things when I look at my utterance once again but at the time of the speaking not everything I can't think about everything. I remember last year when there was a practical exam, oral practical exam, and we had some question about universal books and one of our ex exam yes. Examiners said something about Shakespeare, that he's still universal now and I agreed, although I think. Well, when I came home I thought "No, he's not universal now, because, you know, who likes Shakespeare today? I mean yes, we, we, we have to read it, but look at, for instance, kids at school. They did not like it, they hate it actually. So, it was like "everyone likes Shakespeare", then I was "oh, ups". I could say "yeah, who likes Shakespeare actually". I can agree that he's*

*universal, but it's not the matter of liking. So, that is the major thing when my utterance is concerned that sometimes I forgot about things that later I found out important.*

*Well, it somehow helped me, because somehow strengthened my utterance. I don't know, it helped me to make such gestures. Somehow it helps me to explain what I mean. Maybe it somehow helps me to blacksnake me.*

*Um, well planning. The only thing that I actually planned was the introduction. I wanted to introduce the topic somehow, not just start from the middle. That was all. The rest was just an improvisation actually. I talked what I thought was right, what came to my mind actually. And that was all. Yeah, I rather try.*

*Well, sometimes I use some thing like: well, um, yyy, oh, maybe to give me some time for thinking, especially when I'm ups, I don't know what to say next. Then, I sometimes I say something like, but it's very formal, Well, let me think. Because, I sometimes when I got proverb, for instance, I don't know and I don't know what to say about it at all, I was like I got to you know do something to um to save the time.*

*Well, sometimes I think that maybe I repeated myself. Maybe in other words sometimes I got this um prosperity for repeating myself sometimes. And that was another thing that I found rather.*

### **S28: A true perfection of man lies, not in what man has, but in what man is.**

I think that the true perfection lies really in what the man is, because he is trying to deceive himself that he is the perfect product, a man as he can do things which he is not quite able to do, as he is trying to do as if he or she is perfect, as he wants to be seen by other people; like he creates himself. Each man wants to be perfect and ach man tries to be perceived as perfect and maybe he feels better as um I don't know....um when, he feels he's better than his neighbours, his friends, his relatives. well, he's I think, each of us tries to create parts of ourselves. A man I, think, um God that's difficult. Um, I think I sometimes want to be a perfect kind of teacher, but make mistakes and sometimes I do not tell my students that in those part or other part. I make mistakes. I try to somehow hide it. I feel better when when they do not notice my mistakes but it's really bad association. It's, it's kind of kind of shameful to do to admit mistakes. It's our I think I'm imperfect teacher in ourselves.



*Czyli zaczynając od pierwszego pytania. Myślę, że zrozumiałam pytanie, ale w pewnych momentach brakowało mi słów. I nie umiałam może wiedziałam jak to powiedzieć, tylko ze zdenerwowania po prostu zapominałam pewnych pewnych właściwie sensu, tego, co chciałam powiedzieć, tego, co zamierzałam powiedzieć. I – tak jak na tym nagraniu było – duże ruchy rękami i i mimika twarzy. Próbowałam sobie jakoś nadrobić to rękami, no ale może nie można tego tak zrobić. I i uważam, że ta wypowiedź była jednak niespójna dlatego, że wtedy w tych momentach gdy brakowało mi słów, starałam się nadrobić czymś co nie było przemyślane do końca. I Na pewno nie powiedziałam wszystkiego tego, co chciałam powiedzieć i i na pewno pomijałam jakieś słowa czy wyrażenia. I ta moja wypowiedź nie do końca zgadzała się z tym cytatem dlatego, że nie była do dobrze przemyślana i zaplanowana. No I jeszcze nie powiedziałam wszystkiego co chciałam powiedzieć.*

*To znaczy czasami powtarzam słowa, które chce powiedzieć i jest taki moment zawahania I ciszy. I wtedy zastanawiam się, co mam dalej powiedzieć i jak z tego wybrnąć.*

*No, teraz...teraz nie wiem um co miało to być, z czego zrezygnowałam. Dlatego, że nie chciałam, żeby były te momenty ciszy i starałam się szybko nadrobić ...te luki.*

*Dlatego, że to wypływa z mojego charakteru. Dlatego, że ja w ogóle wszystko co jest pisane, a nie ustne. Jak jest ustnie, jakaś wypowiedź to ja się denerwuję i brakuje mi słów. Ja znam te słowa i te wyrażenia I gdzieś tam są w głowie, ale w tym momencie ze zdenerwowania to wszystko zapominam.*

*Myślę, że to, że chce, żeby to było takie piękne i kwieciste, a później nagle wszystko to, wszystkie te wyrażenia I wszystko to, co chciałam powiedzieć na początku gdzieś ulatuje.*

### **S\*29: In examinations the foolish ask questions that the wise cannot answer.**

Yeah, in my opinion, um people who come to the exam um sound like they cannot answer any question and that's why they say, they ask the questions the person who examines them something really foolish and even such a wise person as um, a person who examines cannot answer them. So I think that the basic thing is to prepare themselves to the examination not, um try to, I don't know, make up something and I guess that's it. Nothing else comes to my mind. Well, as a teacher probably because um, some students asked me as a teacher, so, um well, I am a wiser person they are asked

some questions and they think that they are very wise because they asked me the questions and then I tell them: well, I don't know the answer, right? So, um I don't know why they do it. Maybe because I'm a young teacher and they try to, um show me that I am, well, not experienced, not good teacher that they are better, wiser. And yeah, that's it.

*The first thing is that I um didn't know what to say because the quotation was not very easy and I didn't have any else coming to my mind. But later, well, yeah, it was OK and I um I saw that there was a lot of repetitions just wiser and wiser...*

*Because, because of the fact that I didn't know what to say it probably wasn't coherent at all, this utterance, right? So. And I guess if I thought about this more at home probably, I would have known what to say but um, I didn't, actually, yeah, and I didn't use body language. Yeah, stiff, scared stiff. Facial expressions. Also, I didn't notice anything special about them. Yeah, I normally use a lot of body language, a lot of, yeah gesture and everything. But here I didn't, I don't know why. Probably it's because the first time I was recorded on video. Well, that wasn't me because I usually am an extraverted person and...yeah, and I speak a lot. I have no problems with it. But when it happens that I, well, don't understand something, I see that there are many problems.*

**S30: The books that the world calls immoral books are books that show the world its own shame.**

I'm going to talk about um books that are claimed immoral and their impact on the on the people's opinion what they cause um in our society. And, first of all, um, I would like to start with general general um issue of immorality which is very often um taken that everything that is immoral um um should be somehow hidden and not talked about openly. Um, but in fact, it's very often um, it's very often, um, oh God, um very often the way that we tend to hide everything that is immoral. We tend to hide things that are shameful, um that um may be shameful, may cause shame and even though um very often it appears to be true. And as far as books are concerned, um, unfortunately, I am not able here and now, um anyway I can't recall a title that would be appropriate for for the topic. Um, um that maybe I will um maybe I will tell about film because um because that kind of art. And um there was um there was a film about um a priest and homosexuality. And, um, it was ,of course from the from the very beginning, forbidden

to be, um to be on the Polish cinemas but I think that um that the fact that we don't talk about it, it doesn't mean um the problem doesn't um doesn't exist. And um, maybe um silence is a is a kind of trying um trying people to draw attention from the problem and focusing this attention on on something else. Um, which of course doesn't mean that problems um don't um exist.

*Um, how did you understand the quotation? Can I have a look at the quotation? Ok, when I read um the quotation, I started to think of any books that would be immoral and then, um claimed to to to be shameful. And I couldn't think of any that's why I started to panic what shall I say. And and I wanted to follow this um this plan of: think, tell what you are going to say, say it and then say what you said. And, yeah? I thought I I didn't follow the plan because I I, when I started to talk, I had no idea what I'm going to talk. I just I just started my utterance, what I'm going to talk about and then during saying things I I was like inventing the next steps. That's why I haven't got any, I didn't have any communication goals before I started to say. And, I wasn't aware of the fact that I followed the plan, of course. Um, and I started with the general, with the trial of the general interpretation of immorality, but then. And when I started to hesitate and there was um this time of silence I started to think of any books. And when I thought I'm not able to think of any, I got the idea that there was a film about a priest and I started to talk about. Um, um, what else. And this my lack of knowledge made me hesitate and I very, I noticed that I very often looked um, several times at the topic. I was like trying to to to get some more time, I don't know. And um for for for a second I thought that this 3 minutes is the longest time. Um, and most of all this this titles, lack of titles caused the most problems because I I didn't know what to say. And if the topic was more general, it would be easier. And gestures. I tend to odgarniać grzywkę, odgarniać grzywkę z mojego czoła and odwracać wzrok w inną stronę like I was searching for something on the walls or something. Um, I smiled, I don't know why but maybe it's a kind of panical. I always have something like that before examinations. And, in general, I think, generally I think I didn't cover the topic. I didn't say, um what should I say.*

### **S31: We are all our own devil, and we make this world our hell.**

So I'm going to explain a certain proverb that if we are all our own devil and we make this world our hell, so in my opinion this problem is connected with a certain

situation that everybody had two face. I think that we are all responsible for our, for our whole life, for example if we want to be more educated we have to study, we have to educate ourselves, we have to perform certain actions that will make us better. What's more if we for example forget about a certain, certain moral authority and, um, and certain pattern of behaviour that our parents have incorporated in our mind we may finish our life with a certain lack of ambition and, um, and if we would like to be, um, some... somebody in the whole life we should, we should perform certain action and we should try to fulfil our own dreams or our own ambitions. Um, and I also think that, um, we are, we are completely responsible for our whole life. But from the other side we are always in a certain environment. And our feelings, our emotions are always somehow controlled by the community that we are in. And sometimes we would like to do something stupid or something extraordinary but we are, um, we are, um... there are certain borders that we cannot, that we cannot solve that are always around us. And, um, to sum up I would like to say that if we, um, want to be ourselves we have to, um, take it into our hands and show others that we would like to achieve something, to attain something and if we have got certain goals then we will, um, be endured or we cannot accept it because of again the environment, which would have such features. So it is very personal and individual matter.

*OK, so the first question is how did you understand the quotation. Um, so, I tried to find, um, Polish equivalent, that is: każdy człowiek jest kowalem własnego losu. Something like this. And then, um, I tried somehow to adjust the Polish equivalent to the English one. And before talking I would like, I wanted to, um, say something like an introduction, then the body, the main body, and say, and in the end, um, I tried to sum up everything, something like conclusions or, um, a certain. Yes, conclusions or what I was talking about. Um, and I'm not sure to what extent my utterance agreed with the quotation, because it was quite stressing in the beginning. And I had so many things that I wanted to describe, but later when it came to talking I had forgotten some of them. And, um, to tell you the truth, it didn't come up to my expectations, because I was thinking about the body language, about the gestures and I think that if I hadn't, haven't done it than it would be much better, because I know while I was watching, um, this tape, that I made some body language connected with my mouth and the lips were going in two directions and something happened to my chin, some gestures. Um, I hesitated what to say and there were two, something like two stops and it was connected with*

*finding a correct word. Um yes, I always try to plan my utterance. Like the beginning, like the introduction, the main body and results, certain sum up. Always. I always try to inform the reader that now I'm introducing something, then I'm trying to say something about this topic and then I sum up what I, what I wanted to say. Maybe it's not visible, but I try... Ok. Um, what caused problems? Hmmm, I think that the time limit. Because I was thinking whether it was three minutes or it wasn't. And maybe time, time, um, not speed but pace of it, pace of words. Something like this. Um, of course, I don't always express everything that I wanted to express. It's connected maybe with memory, some psychological things that happened in my mind. And to gestures in the beginning when I came here I wanted to make a pyramid, something like this. I don't know... I didn't use it, but I was thinking when I was on the other side. (But why? Why pyramid? Why did you want to do something like that?) No, because it means that you are calm... That's why. But later it was like... moving and waving with them. And incorrect, so on the other side... I wanted to say 'on the other hand' but I said 'on the other side maybe. Hmmm, and I'm sure that there were some mistakes connected with language but ... I tried, I tried to not, I tried not to concentrate on grammar and after looking at it I've noticed some mistakes, but maybe I shouldn't comment on it. (What strategies are used?) Um, so communicative strategies, metacognitive strategies and cognitive ones. But sometimes I think that we use them and we are not aware of the fact that we use them. And but I'm happy that it's the end, because it was quite stressing and I also feel that I was sweating a lot during these three minutes. (Why do you think it happens? So that people get so stressed?) Because we know that we are recorded. (And there's going to be someone there) Yeah, um. Somebody will hear to it later ?*

**S32: Selfishness is not living as one wishes to live, it is asking others to live as one wishes to live.**

Ok, I think that selfishness is often associated with, um, a person who does what he or she wants to do. But, this would be more like individualism. And selfishness is more forcing others to do what we want them to do. And, um, imposing on them certain opinions, ideas, um, about life, telling them what they should do or shouldn't do. It's more selfish because we like kill the individuality in a certain person. We don't allow, because we don't allow the person to, um, I don't know, evolve personally, to, um,

progress. We like the person to be, this is selfish because we want the person to stop at a certain moment. Um, I don't know also to, also make someone remain the same as so that, so she doesn't change. You know, it's just us, it's comfortable for us. I think this is selfish, not living as we wish to live, to them we do what we want to do, not imposing it on others. This is what I think about the quotation. Is it enough or shall I continue.

Well, sometimes, um, I think I'm sometimes selfish. When I really want other to do which is important for me I really impose my opinion or my will... you should do it and I don't accept any other opinion than 'yes, I do believe'. Sometimes yes, I do that. Well, but it is when I really want something really really deeply, but if it's not so important I usually go like 'ok' and compromise or something like that.

*Jeżeli chodzi o pierwsze um how did you understand the quotation? Myślę, dość dosłownie potraktowałam to, to, ten temat. Po prostu tak, jakby to były takie dwie definicje. Co to jest selfishness, a co nim nie jest, tym czymś nie jest. Dość dosłownie podeszłam do tego cytatu i chciałam przekazać jakieś moje, moją opinię czy może bardziej czy się zgadzam nawet, czy nie. Bo tak wyszło, że się zgadzam praktycznie z tym twierdzeniem, że selfishness is not living as one wishes. Bo o to mi chodziło, że rzeczywiście się z tym zgadzam. Mmmm, i, i, i jak tak czytałam to rzeczywiście, mmm, byłam przekonana, tak myślę, że się z tym zgadzam. Raczej tak na początku troszeczkę tak sobie zaplanowałam, że ja się z tym zgodzę, bo, no bo tak myślę. Tak, że to co powiedziałam raczej się zgadza z tym, co myślę.*

*Mmmm, jeżeli chodzi o to, czy to moje wypowiedzenie się spełnia moje oczekiwania... Miejskami, miejscami. Wiadomo, że bardziej mi się podoba, jeżeli jakoś tam płynniej te myśli wypowiadam, a gorzej jeżeli jest taki przestop: um, ehh, and now... I teraz myślimy, co tu powiedzieć w ogóle. Tak, że miejscami, kiedy to było tak bardziej płynne, rzeczywiście było wiadomo, o czym ja w ogóle mówię miejscami, to tak, to powiedzmy, że o to mi chodziło. Mmm, i raczej zgadzało się z tym, co chciałam powiedzieć. To był jakiś tam punkt polecenia. Wahałam się wtedy, kiedy mi brakowało słów np. albo szukałam pomysłu, jak skończyć zdanie na przykład. Tak mi się wydaje. Bo gdzieś mi te słowa, gdzieś uleciały i szukałam... A co mnie zmotywowało... żeby użyć takich zdań? Myślę, że akurat te, które mi przyszły w danym momencie do głowy, to tych używałam. Oczywiście starałam się myśleć o jakiś takich ciekawszych słowach niż takich oklepanych, nie zawsze to zresztą mi się udawało. I myślę, że to to sprawiło, że użyłam takich zdań, a nie innych, no akurat w tym momencie, kiedy miałam takie flow*

*mówienia to to mi przychodziło do głowy i to jest pierwsza rzecz i, i, i przynajmniej mi się wydawało, że to jest ok, pasuje, to to wychodziło.*

*Nie rozumiem tego pytania. Że nie wiem, o co chodzi... Może to pyta o takie np.: as now, maybe, coś tam... parę razy to było to: I've known... To jest takie właśnie, że przewlekam ten moment, coś tam ukrywam zanim dopiero coś mi przyjdzie do głowy, tak przeciągam. Jeżeli chodzi o planowanie to na początku jak czytałam, to tak sobie myślałam, czy ja się z tym zgodzę czy nie, to jak czytałam. No i... powiedzmy.. no argumenty od razu, to raczej jak czytam coś takiego to jest w ten sposób, że zgadzam się albo nie i tak są... powiedzmy jakieś tam słowa gdzieś mi przychodzą do głowy, a później to już jest puenta po prostu. To wychodzi różnie...*

*To tak miejscami było takie, stanowiło jakąś całość, taką coherent. No ale czasem, właśnie jak brakowało mi jakiegoś pomysłu czy słówka no to jednak się trochę rozbijało. Troszeczkę się tam powtarzało. A dlaczego? Brak takich słówek czasami. Że w tym momencie coś mi przyszło do głowy, ja traciłam rozbieg i potem trzeba było od nowa zaczynać. No właśnie dlaczego, dlatego to miejscami nie było takie zrozumiałe jak powinno. No i to jest właśnie przyczyna tych, tego. Że gdzieś te słówka są, ale one nie przychodzą w tym momencie albo czasami właśnie brakuje niektórych tych słówek i trzeba szukać coś, opisywać i na około to obchodzić. I też nie zawsze mi się udało powiedzieć to, co konkretnie chciałam powiedzieć, tylko tak właśnie omijałam troszeczkę. Gdzieś mi tego zabrakło, słownictwa.*

*Jeżeli chodzi o gesty um, to jak mówię to dużo ruszam rękami, zauważyłam. I najczęściej tak, żeby podkreślić to, co mówię. I tak, wolę, tak... Tak, że to najczęściej jest takie podkreślenie tego, co mówię. I... Natomiast, na przykład jak się zastanawiam nad słówkami to też patrzę w jakąś konkretną stronę, jedną i, i, i tak mam, że się zastanawiam. To widać, że się zastanawiam nad czymś, bo w tym momencie patrzę się w konkretne miejsce, gdzieś tam. Tak, że to jest odnośnie tego, co chciałam powiedzieć. No po prostu się zastanawiałam wtedy.*

*Gdy myślę, że coś jest niepoprawne to wydaje mi się, że po prostu powtarzam. Albo zaczynam, pewną część powtarzam. No ok, wiem, że to jest źle, więc jeszcze raz jedziemy. Um, nie wiem czy miałam takie momenty nie pamiętam teraz.*

*What strategies? Staralam się jakoś wprowadzenie zrobić, że np. myślę, że to jest to, a to jest to...no i później jakoś to rozwinąć, żeby było wiadomo, o czym w ogóle chcę*

*mówić. No i zakończenie to było odnoszące się do mnie, czyli jak zakończę. Czyli to jest: wstęp, rozwinięcie, zakończenie. Że tak odpowiem na to pytanie.*

### **S\*33: What a man really has, is in him.**

The topic sentence is “What a man really has, is in him” and I think it’s true because all the things we have on ourselves, our home, our car. If we have money to afford buying these things and I think... it’s true. Our contents of our life is in our, our heart, our feeling, our emotions, our mind, and ,um um, besides it’s ,um, what we have inside. And, and, what, um, for example, people who are homeless. Um, despite that they have nothing to to to give ourself..., to give, um, to give, um, to give me for example, um, he can share with me his his um being kind, um his happiness, but inner happiness, um, his intelligence and his, maybe recollections from the past, from experience um. Besides, I think about my students, for example, they think they have nothing, but when it comes to their deep analysis, it occurs that they have a lot of things to, to give people, to give me for example, happiness that I can teach them and um, um what else. It’s true that everything we have, um really have, is what we um collect in our mind, in our heart and that’s really what we, what other people can’t um deprive us of. What should I say? I think, it’s it’s all.

*So the first part, determining communicative goal. No, ja to tak zrozumiałam, że chodzi o wewnętrzne, tak, um, co człowiek sobą może reprezentować, jakoś tak, czego nie może być wyzbyty zupełnie.*

*Jaki był mój cel? Chciałam to przekazać przede wszystkim, żeby to tak było zrozumiale powiedziane. Ee, nie wiem czy tego dokonałam. Um, i tak jak zawsze w moich wypowiedziach, co innego chce, jak, ee, jaki mój pierwszy plan jest ee jest zupełnie czym innym czym kończę, tak naprawdę. Tutaj też tak było, tzn. no pierwsze tak jak krótko się zastanawiam, to najpierw to taki topic sentence, żeby tylko wiedzieć o co mi tak naprawdę chodziło. No ale to tak, pierwszy raz utknęłam.*

*Were you aware of that goal before you started your utterance?*

*Um, no właśnie nie wiem czy to się ma jakoś, czy jakoś się zgadza w ogóle moja wypowiedź z tym cytatem, który jest. Czy to rzeczywiście odpowiedziałam na instructions. Głupio tak, znaczy głupio, przepraszam, to takie popularne słowo. Tak trudno będąc kontrolowanym czasowo też i tylko w tym temacie wiem, że muszę się koncentrować tylko na tej wypowiedzi odnośnie tego cytatu i i nie zacząć tam rozwodzić*



się gdzieś, ee tylko prosto odpowiadać na na to konkretne, ten cytat, to tak trudno dobrać tak um improwizując słówka. Znaczy tak, w ogóle opinie tak od razu. Bo tak jak się z kimś rozmawia, no to ma się czas jeszcze żeby żeby przemyśleć, zastanowić, więc to już w ogóle było.

Emm, właśnie tutaj jest pytanie „When you happened to hesitate, what made you use words?” No to chyba czas, znaczy taki, ten pauza, że tak głupio w ogóle, tu kamera i mnie kręci, a tu cisza. To mówię szczerze.

Um, za bardzo nie wiem „What were the moments when you did not want to reveal your ignorance?” Tzn., wydaje mi się, że nic takiego nie... w czasie mówienia, chociaż wiem, że zawsze kontro..., myślę, aczkolwiek tu było tak, to mnie ee, no tak distract. No właśnie przeszkadzało, aczkolwiek teraz jak słuchałam siebie to wyłapałam mnóstwo błędów. No ale to cóż.

Tzn. zazwyczaj wypowiedź no to staram się przynajmniej zaplanować tak, żeby od ogółu przechodzić w przykłady i i takie „dlaczego tak myślę” i przykład do tego i tak mam nadzieję tak mniej więcej było, a czy to było takie zgrabne i poukładane, to to ja nie wiem za bardzo.

Dlaczego miałam problemy? No przede wszystkim, dlatego że miałam mało czasu żeby się tak głębiej zastanowić o czym tak mówić. Um sam przykład, sam cytat jest tak obszerny i można mówić dużo, tylko um jakoś tak na szybko nie byłam w stanie coś mądrzejszego powiedzieć.

„Did you always express everything you wanted to express?” No nie zawsze, ponieważ czasami ucieka mi myśl i i już drążę jakąś nową ścieżkę, wtedy. I czasami się, uzmysławiam sobie, że kurczę 5 minut temu mówiłam zupełnie o czym innym, a teraz zmieniłam zupełny tok myślenia i i tak o czym innym mówiłam.

Mmm, jeżeli chodzi w ogóle o to co ja tutaj mówiłam. No byłam bardzo ciekawa jeśli chodzi w ogóle o mimikę i i gesty. Um, to np. wiem z tym um, to jeżeli chodzi w ogóle o takie „i” takie słowne, ale to to trzeba chyba się dużo napracować w ogóle ze sobą, żeby tak pozbyć się tego nawet w czasie milczenia tego um, które jest takim szkolnym, żeby tylko ciszy nie było, żeby Pani nie myślała, że ja nic nie umiem, no to to wiem. Natomiast tak mmm nawet jak jestem strasznie krytyczna, tak mogę sobie powiedzieć, że tak jeżeli chodzi o twarz czy czy um spokój taki fizyczny to nawet jestem z siebie zadowolona.

*Um, how did you fix? Um, to znaczy "How did you fix, what you thought was incorrect?" Że jak się tam um No chyba jeżeli chyba jeżeli dobrze myślę to wtedy kiedy chciałam powiedzieć um, nie wiedziałam czy mam powiedzieć ourselves bo to w ogóle um też nie było dobrze w stosunku do tego co mówiłam i tak na szybko wymyśliłam siebie. No to chyba tak. Um, no i właśnie odnośnie też drugie pytanie chyba też mniej więcej ten moment pamiętam przynajmniej, że um, no czułam, że coś mi nie pasuje w tym, co mówię, to tak trudno mi było właśnie nawet tu się złapałam, że tu podmiot w innej osobie, tu um rodzajniki, tzn. zaimki też w innej osobie. No jak jak zauważyłam w czasie mówienia to postarałam się poprawić, ale tu usłyszałam siebie się zadziwiłam.*

*A jeżeli o strategię chodzi, to nie wiem o co tzn. czasami te te wyrazy łączące, to na pewno, to nawet uczniom mówię, żeby się nauczyli na pamięć jak nic nie powiedzą na maturze. A tak chyba mmm tzn., żeby nie było, bo taki, może to jest mylne też przeświadczenie osoby zdającej zawsze z tej strony, że jak za krótko może będę mówiła, to będzie źle. Tu akurat chodzi o czas konkretny. Ale nawet na maturze: „Co będzie jak ja za krótko będę mówiła?” No to, to wydaje mi się, że właśnie te mnożenie przykładów. Bo, no w samym cytacie to tak to tak, nie wiem, trochę z filozofią ma do czynienia. To tak można mówić, ale nie wiedziałam tak za bardzo jak nie wiem. No ale tak kojarzę swój ostatni egzamin ustny, no to to było takie mnożenie przykładów lub czasami parafrazowanie co się mówi, tylko troszeczkę w inny, inaczej, o innym podłożu emocjonalnym, może tak trochę. Ale, ale żadnych takich, żadnych „let me think”, „you know”, żadnych takich raczej nie. Nie.*

**S\*34: Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.**

My first association is connected with my parents and it will be connected with my certain experience with my parents. According to...I think and I believe that everyone can judge parents. And this is like, pretty sure. In particular moment in our lives, we are, we are becoming like adult people, who are um just, who can be treated in equal way. So um, so it would be like, um. So I think, I believe, I can judge my parents. Because if they can judge me, I can judge them as well, because, um, they are adult. On one hand, they have this kind of a, I have to be um, very obedient to them. Because they are my parents. I have to feel, they are like over me. But on the other hand, I have this kind of a

feeling that I also can judge them. And I sometimes do. My parents just get a bit annoying because they tell me that I shouldn't do it because I should respect them. And respect and judging them, I guess, um, this is something like much different. I respect them, I do, but still I can judge them. And this is like, for me it's like something very obvious. And I judge them. I can pinpoint something to them and I can say that this is wrong, I think differently, so I believe, um, this is one like a major thing. And for the forgiveness, as well, we can forgive them. This is just love and respect. One thing. And I guess love and respect come with our, um, I don't know, some kind of a religious education. If people are taught in some kind of a religion. We have some rules. We have these standards which tell that we are just, we have to love our parents and also forgive them. So, so, um, if we are Christians, not only Christians, every religion has, I I hope, I'm a Christian. So in my religion, it's um it's like this kind of um that parent is always above a child. So, so when it comes to forgiveness, we should forgive them as well. Um, parents we are the same people in some particular moments. Um, I have this kind of a special relationship with my parents. Um, for example, we just very often I talk to my mother that, um, I'm on the same level now because we are just the same and we treat each other like friends more, not like parent who is somewhere above, um, to whom I have to listen to, to whom I have to listen and this is like one thing. And I don't know. This is not a difficult subjects, for me it's just like obvious. I have good time with my parents and we just talk, we are just on the same level, different things. I, I don't know what else...

*Can I, I have some time for preparation? OK, is it going to be recorded?*

*OK, so how did you understand the quotation? So, I understood it like pretty well and I didn't have any problems with understanding. And I guess that wasn't a problem. Because sometimes I was just afraid that the quotation is going to be so complicated that I'm not going to understand it at all. So, it would be a problem.*

*So "What was your communication goal?" So, um, just to, um, somehow, um, state what I have to say and, um, just... go on to another subjects.*

*And "Were you aware of that goal before you started your utterance?" I guess not. I wasn't aware of that goal. OK, I'm going on. Um, with this awareness of the utterance, I guess I wasn't even, if I start this kind of a..., just before this this um, I don't know how to call it, recording, I wasn't really like aware of the why ? the goal. Um, so I don't know. I haven't, I didn't think about it, I guess.*

*And assessing communicative resources. So, "To what extent does your utterance agree with the quotation and instruction?" So, um, my utterance, I guess, was connected with the quotation. I don't know if I just, I tried to cover every single detail, which was on, um, in this quotation and in the instruction as well, so so I I tried to do it, so I don't know if I covered it like well ?*

*"Why do you think it does and doesn't?" Um, I don't know, I guess, we we tried to, I I tried to, um, somehow, um, put my mind in the track in which this kind of quotation leads me. So, so, um, I think that that's way it's like, I tried to stick to the quotation, at least. Because, because sometimes, I don't know, this is my personal quality that I try to, well I start something differently, I talk about something like much different so I just jump from one subject to another, so, so, I try to, at least to to stick to to the topic, so, and to to the quotation.*

*And "To what extent does your utterance come up to your expectations?" Um, it was pretty easy, I guess. I was just afraid that it's going to be like very much difficult. I don't like talking about politics something about poli..., I don't know politics, so it would be like a hard nut, nut to crack for me I guess.*

*Um, and "To what extent does your utterance agree with what you wanted to say?" Um, now that I've watched the, the, my utterance, I guess, um, I always have this kind of feeling that for the second time I would do it better. So I would think maybe in some other strategies. Um, I don't know, somehow, because I think that my utterance, which was recorded, was a bit like, um, chaotic. It was just like talking about some different things or ? You know, what came to my mind and this was..., um, that's way, I guess, I'm not really satisfied with what I said. I tried to stick to the quotation.*

*"What happened, um, when you happened to hesitate, what made you use (what motivated you to use) words, expressions and sentences you finally used?" I don't know, I guess this idea what's made me just use the words. No, somehow, somehow, if I'm in some kind of a stressful situation, then I try to use the most basic words, the ones I know pretty well, so. And then if I have the time to somehow elaborate on, on my utterances and then I can just come up with some more, um, sophisticated vocabulary. That's that's why, I guess, I. Because this was, this kind of an experiment, it's just like a bit of sh..., not shock maybe, but it's just like a a bit stressful and like a surprise. It comes to me, um, it came to me like a surprise so, so it was like um, I see the quotation and I have to talk. So, if I had time, more time, so maybe, it would be like, um, different*

*kind of expressions, different vocabulary items and different sentences, differently constructed. Maybe then my, um, utterance would be like more, um, well-organized because I tend to, this is, I guess, my personal quality that I tend to be like not well-organized in my speaking, in my life. So this is a problem, this can be a problem, this... I often see it as a problem, so, so, also that my speaking, I see it, when I see it, just, and then it strikes me. But when I do it, it doesn't strike me. So, I guess, problem with my utterances, is that first I speak, and then I think. So, so, this is just another way.*

*And "What where the moments when you did not want to reveal your ignorance, if any?" I guess, I, I tried to just cover everything.*

*And "How did you plan your utterance?" No, and, and that's the problem. So, I I didn't plan it at all. So, I often, I don't know, I teach so, I try to teach my students that they have to organize. And this is a strange thing because, when I teach my students to organize their thing, the speaking activities, they do it, but when I have to do it, then this is a problem. But, but it it happens to me, like I said, in Polish, in English, so, so this is this... I know that I have to do it somehow. I have to, just, maybe maybe this is just language and being pressed by the time, so all I need it is like this.*

*Why wasn't your utterance coherent?" Um, I guess, a bit stress, stress and, um, because I was under stress a bit. So, so this was one one thing that made my utterance cohe..., didn't make my utterance coherent, somehow. And another thing, I don't know. Um, and this time. Some kind of a limitation of time. Because if if we are just limited, then, then we try to just put all the information in our, er, utterance, in our speaking.*

*"Did you always express everything you wanted to express?" No, I didn't do it. Um, I guess, um, this is like a problem that, which comes, which which is connected with this kind of a disorganiz..., disorganized speaking and, I don't do it. So, I didn't do it as well.*

*And "How would you refer to your gestures? In what way were they relevant to what you had said?" So, I I guess, I I haven't seen myself just speaking this before. This was the first time. ? Um, um I haven't thought that I have this kind of a facial expressions but, no I tried to, I guess gestures help me to to express my utterances, my point of view, um, and I often, um, just use my hands to to express something, I often talk even with my hands. Now, I don't know. In Polish, in English the same.*

*Um, "How would you refer to your facial expression?" Um, so this is another question, so, for gestures and facial expression, I guess they are pretty pretty relevant in*

*in any kind of a communication, any kind of a speaking task because, um, we sometime, we convey something through them. It's our body language so so this is one thing we we have to do. And it depends on personal, I guess, um, qualities. If a person is more open, maybe, um, he or she uses like more gestures and facial expression. I do it, I I saw that I do it so. And I know that I do it, I guess.*

*And "How did you fix, what you thought was incorrect?" Hmm, there was some kind of mistakes, they were there were some mistakes and I spotted out some some mistakes and this kind of a, um, this bad organization in my speaking. This is one thing that was incorrect and, um. And how should I fix it? And how did I fix? I I didn't fix it, I guess. I don't know.*

*In what moment in your utterance did you decide to quit some words/expressions/ideas? And why/why not?" Um, there were some moments, I guess, um, sometimes it, it happens to me that I want to say something, then this kind of a blank appears into my head and I have to just, um, somehow use another words instead of the one I wanted to use, so, so and the same with expressions, with the ideas. So, so sometimes I do it, if I don't have like this kind of immediate word which I just want to use, then I just have to use like the basic words, basic vocabulary items, sometimes I do it. And, um, this is on one hand. On the other, sometimes, when some sophisticated words come to my mind, I just use them. ? I don't know. Um, I'm absent absent-minded so I guess this is like, um, typical of me.*

*And "What strategies did you use in your utterance?" Um, I guess, I I I, before this task, I wanted to use some strategies because this is like normal and, and I guess that I teach my students and I know these strategies but still this is like the problem when I'm facing that the stress and this kind of timing. Yes. And then, all of the sudden, I know I have to speak. And then there is this kind of a recording, I know that I will watch myself just talking and, um, and, and I guess I I didn't use any typical strategies. This is my like a my idea of it. Um, I didn't use it. Any.*

*Um, I don't know my my facial expression. Just I haven't seen it myself just just doing this before. Um, I hate any kind of recordings so I just this is, um, just one thing. And, um, my facial expression, for sure, because I haven't seen myself speaking and, um, I was wondering how do I look, just like this. And for me it's just like good thing to do, that I've done so. I guess so, I guess facial expression and gesture, they they are for me like very uncontrollable, I cannot control them and I don't know if it's a problem.*

*Maybe, maybe you should use some facial expressions. But it's a nice experiment that I just ...*

**S\*35: Humanity takes itself too seriously. It is the world's original sin. If the caveman had known how to laugh, history would have been different.**

Humanity takes itself too seriously. It is the world's original sin. If the caveman had known how to laugh, history would have been different. And I have no time to think about this quotation, so well the best association that comes to my mind um well, I agree basically. I think that people are too much stressed, first of all. So, maybe if they didn't take all those things so seriously or if they would be more relaxed. Um so, the world around us would be different, would be better, would be more I don't know. People would be friendlier. Maybe in some work places the atmosphere would be better, because um well, the stuff like jealousy, like um, I don't know. Well, it would, it would disappear. Um well, I'm generally, I think, a quite relaxed person. I mean, I don't take things too much seriously, so I don't have this problem. But usually I do, I do at work for example. When people gather in this teacher's room and... Somehow I perceive how they observe themselves somehow. For example one person goes out and the other people start talking about him, gossiping. Well, probably this is associated with this attitude towards life that, you know, if they didn't take it so much seriously, probably it would be a bit different, but they take things to themselves and somehow they always see the reflection of themselves in other people and that's the problem.

*The communication goal – to explain what I had on my mind but I wasn't aware of that goal at the beginning of my speech – certainly. After some time somehow I catch, catch on but not from the beginning and that's why maybe my utterance at the beginning wasn't that fluent as when it started. The utterance agrees completely, fully with the quotation and instruction – what do you mean by to what an extent the utterance agrees with the instruction. I think I was I think I wasn't too much ... yes. Well, because I wasn't as you said swaying. Well it was on the spot utterance if I can say like that so were if I were to assess it I would give myself four, maybe four minus. I don't know yes I think I said what I wanted to say. Well usually it could be just one word that ... clue especially the clue that you gave me after.. that I should relate it to myself and somehow it was better so just an idea, small help. There weren't any moments in which I didn't want to reveal my ignorance. I didn't plan my utterance and*

*maybe because it wasn't planned it wasn't coherent and maybe also, I don't know, because of a bit of stress yeah basically but I mean the knowledge that I may be the the the consciousness of that I had to speak at this very moment during these three minutes and that makes the situation a little bit stressful from time to time especially when you don't know what to say. Problems were caused by the lack of basic ideas of this points that I should stick to during the utterance. Well, I think I had few moments when I didn't express everything I wanted because maybe because of the lack of words in a moment, in a particular moment. I was discernable that when I didn't know what to say I was for example um nodding with my head or how to say swinging in all the sides, all the directions and when I became secure as if I stopped this swaying and I started performing some gestures with my hands as if more open because I wasn't that distressed somehow.*

**S36: There are only two tragedies. One is not getting what one wants and the other is getting it.**

I think that this topic this quotation is connected with general attitude towards life because in fact I would could said this is truth. Either you decide to get something to achieve some successes for example or even little aims you are heading for, or you give up and you don't do it. In the first case I think that it's important event just to try to get something even if you loose even if you're failure. Um you can always have this satisfaction that you at least tried to do something. Um I think that there are, I hope so, that there are just few people who give up just at the very beginning these are the people who don't believe in themselves and maybe their personal background influences such an attitude. Most people that I had met rather are eager to face some new situations and try to to get something it refers to different spheres of our lives. It can be either personal life when you want to, I don't know to to make new friends to meet different people, travel around the world for example but also obviously our um professional job for example if you have a job you want to do it um to to do your best to get what is to be got in this filed and you try rally hard to get it. I'm an ambitious, sometimes I think I'm too ambitious so I never give up. If I wanted to get something I'll do all I can obviously not not crossing some ,you know, borders but um I try to get it and I'm quite satisfied with what I had already achieved. Obviously it is it is also connected with the times that



if you demand too much from your life you can be easily disappointed and then this quotation will appear to be senseless so you can just to want to more, sorry too much.

*Czyli konkretnie odpowiedzi na te pytania, które tutaj są. Myślę, że teraz powiedziałaby to samo w zasadzie, nie mam wątpliwości, co do tego. Jeśli chodzi o ten communication goal chciałam przedstawić no w zasadzie to co powiedziałam po prostu, że faktycznie są dwie drogi jak gdyby tak jak jest w tym cytacie no albo ktoś decyduje się coś tam zrobić i poświęca temu całą energię czas i wszystko co do poświęcenia ma, żeby to zdobyć albo faktycznie rezygnuje od razu i tyle. Um to faktycznie była... tzn nie zawsze mi się to zdarza, szczególnie na egzaminach, że faktycznie od początku wiem co tam chce powiedzieć to zależy wszystko od tematu ale w tym przypadku faktycznie taki temat myślę że no nie był tam faktycznie zbyt skomplikowany, więc wiedziałam rzeczywiście od początku co chcę powiedzieć. Myślę, że się zgadzała moja wypowiedź z tą instrukcją myślę, że też miały być skojarzenia, więc to nie musiało być tak, że pięknie od początku do końca tylko coś tam kojarzyło, więc myślę, że jak najbardziej. No um oczywiście mój poziom angielskiego nie jest idealny więc może to nie came up to my expectations no ale na tyle ile tam wiem. To tak jeśli chodzi o to czy ta wypowiedź zgadza się z tym co chciałam powiedzieć to rzeczywiście to raczej miałam na myśli więc się zgadza, ale czasami faktycznie musiałam pomyśleć nad tym co dalej, więc albo fak... um moje um te momenty takiego wahania się, albo były związane z tym, że się zastanawiałam co dalej powiedzieć, albo rzeczywiście nad tym w jaki sposób to powiedzieć no i szukałam po prostu tematu albo albo słówek jakiś tam. Znaczy to akurat no myślę, że rozumiałam ten temat więc znaczy w takich momentach kiedy jest jakiś temat tam do przedstawienia no po prostu szuka się takich słówek, których się zna to nie jest jak na teście, że muszę akurat mieć to słówko, więc jeżeli nie mogę sobie przypomnieć akurat tego, które chciałam tutaj po polsku przywołać no to szuka się innych po prostu na zasadzie synonimów, albo zmiany konstrukcji w ogóle znaczy ta wypowiedź planowana nie była tym bardziej, że trzeba było zacząć od razu po przeczytaniu tego cytatu, także raczej w trakcie była konstruowana niż planowana. Czy była spójna tam były momenty, że było takie dłuższe zatrzymanie się więc to ta spójność mogło niszczyć troszkę tym bardziej, że były takie etapy tej wypowiedzi kiedy poruszałam różne tematy, no także to trudno ocenić. Z drugiej strony wiadomo, że jeżeli to jest wypowiedź ustna to nie jest tak, że się mówi, to znaczy niektórzy tak mówią, ale nie ze od początku do końca tym bardziej na nieznany temat, na coś nowego więc ta*

*spójność może nie być idealna. W wypowiedzi jakie problemy to co powiedziałam wcześniej, albo po prostu zastanawiałam się co dalej jeszcze powiedzieć na ten temat, albo ewentualnie kiedy słówka mi brakowało czy nad gramatyka bo zawsze staram się jakoś tych błędów nie popełnić jeśli mam jakieś wątpliwości co do gramatyki to najpierw się zastanawiam jak to powiedzieć, a potem mówię. Znaczą tutaj akurat tak jeśli chodzi o wyrażanie tego co się chciało powiedzieć natomiast w innych wypowiedziach nie zawsze czasami muszę zrezygnować z czegoś, jeżeli nie wiem jak to powiedzieć, ale tu nie. Um, (laughter) znaczą no dużo gestykuluje. Um, znaczą tam był taki gest np. jak mówiłam, że niektórzy się poddają no to ten gest właśnie takiej rezygnacji. Um, jeżeli coś, um może tam bardziej mimika niż gesty, jeżeli um mówiłam o czymś że ktoś ma być zdecydowany i i dążyć do tego co się chce i właśnie to co ja teraz robię czyli pokazuje się to tam i i właśnie gestem i ekspresją tam twarzy, um i oczywiście to zastanawianie się widać – wiadomo, patrzę się gdzieś dalej. Jeśli chodzi o stres to bawiłam się bransoletką, to widać też pięknie. Um, tam w pewnym miejscu wid, tak wyraźnie się pomyliłam to powiedziałam sorty, no a tak to starałam się ewentualnie coś zmienić. Powiedzieć to samo jeszcze raz w poprawny sposób. Trzy minuty wydaje się to mało, ale jak się ma wypowiedzieć na temat o tak nieprzygotowany wcześniej no to faktycznie jest no dość długo. No akurat ten temat był dosyć prosty bo wiadomo, że jeśli jest coś skomplikowanego to tam brnie się czasami w coś tam jakieś konstrukcje, które się powie w połowie i potem uhm lepiej przestać, w ogóle czegoś nie mówić. No to też jest ważne, że tutaj stres nie jest taki jak na egzaminie bo to też bardzo dużo robi także to że tutaj było spokojnie to też zupełnie inaczej ta atmosfera jest inna to bardzo wpływa na wypowiedź.*

### **S37: Every effect that one produces gives one an enemy.**

OK... and, and I think I should agree. I think, um, let's say, that's the diversity of people, people's characters. It's such that we cannot let's say make everyone each happy. Um, there's always someone who is not satisfied with what we are doing and every our attempt it can, can cause someone, someone else is um, let's say, unconfident. but, generally speaking, I must say that um, there um, let's see, extreme situation everyone could be ah unhappy with what we are doing. So um we should today be normally there are people who are happy and people who are strongly unhappy and for strongly being what we are doing. But this is um, Such um, um We are always um

surrounded what that we by people to somehow share our opinion on different aspects of life. Some um it must really, let's say, um, it's to agree it really happens that everybody. There are always some people who y who support us. So Ah personalize it. OK. um. Let's say um I'm surrounded by people who share my political, let's say, um, um, opinion and sympathy, so we do not quarrel on that but I've got um colleagues who have different opinion and we sometimes argue but these aren't strong argues. That's just, let's say, discussing, so they are not an enemy to me and we are really

*Mogę po polsku będzie mi łatwiej to znaczy zrozumiałam to w ten sposób, że jest to w sensie można powiedzieć osoby, które studiują jednak nie można wrzucać do tej samej ludzkiej po prostu, którzy dorośli ludzie zdobywają wiedzę i w jakimś sensie naukę przez uczenie się to mi się właśnie kojarzyło z tym z tym naszym nieszczęśliwym Einsteinem, który był beznadziejny z matematyki, a później się okazał geniuszem, prawda.*

*Znaczy tutaj celem było przedstawienie właśnie głównie mojej opinii na ten temat, myślę, że to było tym celem.*

*Tak, świadoma byłam tego celu, bo od razu po przeczytaniu pytania wiedziałam, że będzie to wymagało ode mnie po prostu mojej opinii, opinii na ten temat, przyznając że nie lubię takich pytań bo to są takie typowo typowe rozprawki czyli trzeba się rozwódzić nad nimi ja szczególnie takie właśnie życiowe pytania właśnie są najtrudniejsze do odpowiedzenia. Teraz to tak.*

*To znaczy myślę, że tak z tymi instrukcjami było wszystko w porządku jednak z tym cytatem myślę, że nie do końca odpowiadałam konkretnie na nie tylko było to takie przede wszystkim trzy minuty to okazało się bardzo długie po pierwsze, a po drugie no nie było to takie łatwe na takie pytanie wolę powiedzieć odpowiadając mając przygotowany plan wcześniej i wtedy na podstawie tego planu i wtedy się gubię i zaczynam mówić od rzeczy.*

*Znaczy myślę, że nie było tak źle do końca ponieważ wiadomo takie pierwsze takie krępujące trochę krępujące przez tą kamerę, no a po drugie tak nagle odpowiadać na takie pytania to myślę, że nie mogłam się czegoś innego spodziewać bo zawsze tak reaguję w ten sam sposób. Myślę, że nie było problemu z tym co chciałam powiedzieć tylko bardziej chodziło o to że nic mi nie przychodziło do głowy, po tych dwóch minutkach powiedzieć nie miałam problemu zastanawianiem się jak to powiedzieć jak to wyrazić tylko bardziej nie wiedziałam co powiedzieć w danym momencie.*

*Czy tutaj to pytanie rozumiem to chodzi bardziej o komunikacje pod względem jeśli się zastanawiałam to co mi przyszło pierwsze na myśl czy czyli rozumiem to w ten sposób że chodzi o kłopot ze znalezieniem słów prawda. Myślę, że nie nie chodziło o słowa tylko właśnie, co powiedzieć i jak to udowodnić powiedzmy jakoś.*

*Znaczy nie myślę, że nie było czegoś takiego, że chciałam coś ukryć jednak no po prostu dla mnie to jest najgorszy moment, kiedy w trzy minuty muszę coś powiedzieć od razu i grać bez żadnego planu dla mnie plan to jest taka po prostu idealna sprawa żeby to miało ręce i nogi.*

*Nie planowałam swojej wypowiedzi.*

*Did you always express – Myślę, że nie, myślę że tym był problem że nie przychodziło mi na myśl.. tak jak mówię ten plan byłby dla mnie idealny bo wtedy planuję sobie dokładnie co powiem, żeby to było konkretne i jakieś poukładane a myślę, że tutaj było to bardzo chaotyczne*

*Gesty czy ja wiem – taka ja po prostu – takie moje naturalne zachowanie to samo jeśli chodzi o moje facial expressions. To znaczy że tutaj nie widać nawet, że byłam zaskoczona nie widać jakiegoś takiego mojego przerażenia kamerą czy coś takiego tylko wygląda to w miarę naturalnie tak jak się zawsze zachowuję.*

*Bardziej brakowało mi tych wyrażen i trudno mi było jakoś...brakowało mi bardziej tych wyrażen.*

*Strategie - to znaczy jest coś takiego że w konwersacji sobie przypominam często coś czego się nauczyłam niedawno tzn jakiegoś słowa się nauczyłam niedawno i jakoś często się zdarza że po prostu je wykorzystuję w konwersacji najbliższej, ale nie wiem czy tutaj zastosowałam jakieś strategie. Myślę że nie dzisiaj akurat nie*

**S\*38: Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.**

OK. It is question in my life education is very important and and I like it very much and um I think it is good way to young about the life but I think that the meaning of the quotation there is the meaning of the situation when people to public but learn by experience um learn through their life, when something to happens or I don't know. Um, for inst... For me, people who are um quite important in my life but um we shouldn't we shouldn't pay back only educated people. Are really educated people they

learn like fuming and they can also be intelligent and kind of intellectual people, I don't know. Um I um I, I like studying and I'd like to study for a long time because I enjoy it very much not only by people and so on but I um I believe that um every year I am also more experienced by life and I changed um the, I don't know, idea of my life, um idea for for the next year and it's it's admirable thing but um from time to time it's it's also good to feel you can think not only in given type.

Um you can, um you can, um you know when a person is educated and you know um when the other person isn't um but um you shouldn't um, I don't know, divide them to two parts because um both both parts are the same when they're also, I don't know, intelligent, educated um...

*I think I got a bit stuck because for me it was too general and at one moment to gather all let's say opinions is quite hard and the problem that the time is let's somehow limited was also stressing and now as I can see I overuse the phrase let's say, which gets on my nerves (laughter) somehow and I can see that I was trying to express something but I did not want to give let's say any personal opinion and personal example and after your instructing me to personalise it was quite easier um.*

*I think my utterance agrees with the quotation is ok.*

*No it doesn't come up to my expectation because as I was watching it I can see that without preparation my speech is full of intervals so I think this is also the stress and I didn't plan anyhow my utterance and I think that that is the reason why it can be somehow incoherent because the sentences sometimes were let's say cut in a half since I had to skip to another um form of expressing my ideas because I couldn't remember the word or I had it, I knew I had it somewhere I know it as at the top of my tongue but I cannot utter it at all.*

*As to my gestures there was only head moving and extreme I widening and looking but this is natural when I look for ideas the eyes are just running all over and now I can see when I try to let's say focus on something and get the ideas it's something that I read that when we are trying to be um creative our eyes show that and when we refer to something our eyes our eyes also work in a special pattern. The facial expressions were not really relevant to what I wanted to say and I decided to quit some words when I just couldn't utter them and strategies – avoidance this was the strategy I used because when I cannot use word I cannot remember it I just switch to another phrase try to focus on other vocabulary on other ways of telling what I want to say.*

**S\*39: Whenever man does a thoroughly stupid thing, it is always from the noblest motives.**

Stupid thing I think that um, if somebody does stupid things and um, there is nothing behind them, you know um noble motives may be some types when when you want to do something good and um, after this out it comes out to be stupid, but um, in most cases I think that um, stupid things are done, it is sort a type that we don't think of what we do, or say. so I think there are no motives behind it, you know, background considering, cause we do it spontaneously and without any thinking, that's my opinion to this to this topic, cause um um I also did stupid stupid things, that's obvious, and um, after after this things I I'm thinking about it, which is saying "What the hell you doing?!" again I didn't think about it, and said something stupid, so there are no-noble motives behind it, just um the act of not thinking, that's my opinion. *(my voice is -?)* Examples, ok, um for instance um um if I if I have an argument, sometimes I I can lose my mind, the control of myself, and say something stupid without thinking, maybe um offend somebody and than after um this argument, if you calm down, the the pressure is down I think it's ok if you why, why did you said it? Why did you this poor guy he didn't do anything wrong that's one of the examples or for instance if you if you drive a car, and um um there is um another car driver. Things which should not take place on the road and on the road and that's um sometimes you show the middle finger, and than you can "oh yeah right" you can get the sentence for you yeah that's that's the very examples from real life. I don't think so, that's my opinion, simply. ok it's the end of the movie.

*So, using this guide ones yeah? Ok, so first of all may I refer to planning? um I didn't plan this this utterance so it happened spontaneously all sentences were um not planned in any way, so um it was just um flow of my um I thing I expressed everything what I wanted to say, and I didn't have any problems concerning it, there were no problems with with the correct vocabulary or something like this, I don't know simply it was it was a spontaneous, simple utterance like in common life. Now, I don't know if I understood this quotation right, I think yes, but I don't know I don't know what hides behind it um the communicational goal, um before, cause I maybe I didn't know it, but I think that I guessed what it is, so um there was. I don't know how to express it but um*

ok ok um, „znaczy tak” um, myślę, że coś już w tym samym zdaniu do do analizy były coś takiego, że tylko wiem, że, coś się kryje pod tym nie jest takie zadane wprost, tylko coś coś w tym było, że muszę się podomyślać o co chodzi, ale.. hmm... co ja mogę jeszcze dodać do tego. Referring to gestures and facial expressions yes, so the gestures were, let's say pretty wild, especially with hands and also the facial gestures, using mimics and so on, that was also very very wildly. and I think that they were, in my case, it is very important to use gestures cause that a allows me to to communicate even more easily as it is, cause sometimes body language can carry more informations than word, so if you some words with gestures it has, it's more understandable, simple um what was incorrect, I think that the periods when I said “um, um”, some thinking periods, but um something like this now, this happens to people who are may be not native speakers of a language cause we don't have such um skill, maybe not skills but ok, skills too, to talk, it's it's natives mother language all the time, and um, in Polish we don't have such such thinking periods, but um there to erase? habits and um Strategies um I didn't use any strategies. Certain habits um maybe my habit is that first first of all I try to establish a thesis and then um, defend it, cause it is easier for me, than I can defend myself and um attack a person who talks with me, so it makes the conversation easier for me and more probable to win. Yeah it maybe it is like a plan, but it happens spontaneously, it is not planning in the brain, so, um um I don't plan to use it, it simply comes out during during speaking, and um um maybe not, but aa maybe words which are colloquial, which which is very colloquial word, cause aa person who starts learning English would think it's very simple and it's an, it's sSo anybody who knows? It's an offensive gest, gesture so, maybe that's that's one of the things that, colloquial language yeah, but sometimes I get switched to to official language, formal language, but I try to not to use it, cause it's enough?

I think that, when I concerned the topic it was weird, cause when you think about stupid things you don't think about noble motives behind them, so, um maybe if I had more time, oh even some time to analyze this maybe the utterance would be, not a little bit but, um different, the difference would be huge, but if you if you talk spontaneously it happens like it happened here.

**S\*40:** I always pass on good advice. It is the only thing to do with it.

Is it the only thing to do? Um, I don't know. I like to give people good advices, but when somebody give me a good advice, um, I'm a bit, you know. I think. It's, it's hard to me to think that someone someone want to give me something good but if it's my friend I think I can I can take his advice and put it into my diary, put it and, um I think that, I'm sure it would be good to me, advice of my friend of course, but when I don't, I don't like somebody um I'm really suspicious and I think it it won't work. Um, examples um um maybe at work, when I work with my with my colleagues and they they tell me something to do, well I'm bit suspicious, I'm bit suspicious because I think that they want me to um to give a wrong advice to be to be better than me and it's I do everything my by my own, so um I don't trust them, maybe it's not um it's not good but it's. Well, the truth is, no nthat's quite a question, and I think, I think I I got to be careful so it's it's only if you go. Maybe um when I used to go to disco my friend told me that, that dress is nice that shoes that that make-up is nice I I took into consideration.

*Teraz mogę już właśnie powiedzieć właśnie bez stresu bez niczego? Dziękuję, bo... nie wiem, jakoś tak mogę rzucić okiem na siebie z innej strony jak po prostu jak się zachowuje w sytuacji stresowej generalnie, po pierwsze, że muszę coś powiedzieć, po drugie muszę powiedzieć w języku angielskim- jest to strasznie stresujące i po prostu widzę, tutaj zachowywałam się bardziej, tutaj byłam na pewno nienaturalna, tutaj zachowywałam się bardziej jak nie wiem Doda-elektroda? Poważnie! Patrząc mówię- Boże, naprawdę czasami się ludzie zachowują się faktycznie jak właśnie w telewizji, mają takie głupawe zachowania bym powiedziała. Taki stres, tylko, nie wiem wydaje mi się może, że gdyby trochę się przygotowali, to tak nie powinno być. To jest takie bardziej sztuczne, takie aktorskie i typowe wymyślanie właśnie czegoś do tematu, tak bym to odebrała.*

*Jak zrozumiałam temat, zrozumiałam, że mam być... mam po prostu powiedzieć cokolwiek na ten temat, więc tak też starałam się, starałam się mówić cokolwiek, być może na pewno wymyślałam, na pewno wymyślałam. Nie byłam, nie byłam w ogóle świadoma właśnie tego, nie wiedziałam jak się po prostu zachowam, nie wiedziałam jak się zachowam, nie miałam zielonego pojęcia, to wszystko było właśnie takie, um-spontaniczne spontaniczne, dlatego może właśnie troszkę takie aktorskie, żeby też też chyba jakoś wypaść, nie mam pojęcia, być może. Nie wiem co mam powiedzieć, powiedzieć na to pytanie myślałam, że rzeczywiście będzie to jakieś pytanie i będzie to pytanie na które będę musiała po prostu w pewien sposób odpowiedzieć. Także, być*



może oczekiwania oczekiwania może rzeczywiście były były takie, jednakże uważam, że sama nie sprawdziłam się, jeżeli o mnie chodzi, jeżeli mam wydać opinię na własny temat um cały czas było mi ciężko, ponieważ cały czas wahałam się właśnie między tym- czy się zachować, czy powiedzieć, czy powiedzieć to odpowiednio gramatycznie- um miliony błędów i tak dalej po prostu sama nie wiedziałam czego mam się trzymać tak na prawdę, to było to było trudne tak żeby um i mieć właśnie, żeby wszystko po prostu cały ten schemat był zachowany, i angielski, i zachowanie, rzeczywiście bo to przecież przed kamerą prawda- trzeba się zaprezentować, żeby ten um nie miałam takich momentów w których chciałabym nie wiem, tak mi się wydaje, żeby coś coś ukryć, może właśnie prędzej tak jak typowo czasami człowiek się zachowuje na egzaminie jeżeli czegoś nie umie powiedzieć, stara się powiedzieć innymi innymi słowami po prostu... i nie planowałam nie planowałam po prostu tego samego, po prostu robiłam to, co mi przyszło do głowy po prostu to mówiłam, także... Może rzeczywiście tu jak powiedziałam o takich rzeczach jeżeli chodzi o o kolegów z pracy i, że jestem pesymistyczną osobą, bardzo podejrzliwą także staram się robić wszystko wszystko po swojemu, jeżeli słucham czyichś rad to zazwyczaj są to rady bym powiedziała typowo techniczne, bo zazwyczaj robię to do czego jestem po prostu przekonana... i nie zawsze um wyrażam to co chciałabym wyrazić czasami po prostu nie wiem czy tutaj chodzi emocje ale czasami po prostu te emocje tłumi się w sobie i nie zawsze umie to wyrazić, nie zawsze chce to wyrazić um, gesty tutaj moje były bardziej takie... zazwyczaj nie gestykuluje tak jak rozmawiam z ludźmi, to było bardzo ważne, zazwyczaj już nie gestykuluje, a tutaj, yy, ponieważ nie umiałam znaleźć słowa na pewne rzeczy, to po prostu tak mi się wydaje właśnie tych gestów było więcej zazwyczaj zazwyczaj raczej staram się staram się te gesty oponować um jeżeli chodzi o mimikę twarzy to po prostu tak samo tragedia, um no po prostu nie wiem takie straszne, aż patrzę na siebie to po prostu przeraża mnie to, takie... takie aktorskie, takie jakby, nie wiem co chciałam wyrazić, naprawdę. Um oczywiście zdaję sobie sprawę, że gdybym знаła wcześniejsze pytanie byłoby całkiem inaczej, inaczej mogłabym się do tego przygotować, inaczej powiedzieć, mówiłabym to bardziej spokojnie, na pewno bez nerwów, ale oczywiście wszystko polega na tym, żeby moje zachowanie sprawdzić. Um... starałam się skupić, starałam się po prostu skupić na tym, żeby mówić, ee mówić cokolwiek, żeby po prostu powiedzieć również to co, to co myślę, po prostu zostało zadane pytanie, chciałam po prostu na nie odpowiedzieć później oczywiście zadawała kolejne pytania, więc,

*staralam się po prostu odpowiadać w miarę w miarę konkretnie, chciałabym na te pytania odpowiedzieć, żeby um jakiś takich swoich przemyśleń nie wrzucać, po prostu mówiłam tak jak um na przykład zachowuje się zazwyczaj albo, jakbym się zachowywała- na tej zasadzie. Ja mam po polsku takie coś- „dokładnie, dokładnie” tak mówię często, to jest moje słówko takie nie wiem, skąd mi się wzięło, mówię „dokładnie”. Ale jeżeli chodzi o język angielski to w tej chwili nie zauważyłam żebym coś takiego wychwyciła oczywiście słowo teraz - z zewnątrz brzmi tutaj inaczej. Fajne doświadczenie, bardzo, generalnie nigdy czegoś takiego nie przeżyłam, takiego doświadczenia i naprawdę mogę na siebie spojrzeć całkiem inaczej i zastanawiam się czy rzeczywiście tak głupkowato wyglądam na każdym egzaminie. Nie, ale to jest naprawdę bardzo- cieszę się w sumie, że wzięłam w tym udział- nic nie tracę um raz się żyje, prawda?*

**S41: Life is changeful, fluid, active. To allow it to be stereotyped into any form is death.**

*So, I think life is full of changes. We change every day. Our life change (Przede wszystkim powinnam się cały czas mogę po polsku? Przede wszystkim myślę, że wywijam za dużo oczami, a nie powinnam się na Panią patrzeć, a tak jest jeżeli ktoś jest zdenerwowany. To już wiem nie za bardzo słyszę właśnie jest jak mówię nawet swoje głosy. Także... a to już pierwsza, pierwsza taka uwaga jeżeli chodzi o właśnie gestykulację czy coś związanego z tym, czy kontakt może) every day. If we had, it would be I think very very annoying and. Life is full of change because we have to we have to be challenged to in order to gain (Um... jakoś tak niespójnie mówię he he... chyba. Niespójnie, chyba chciałam wiele rzeczy powiedzieć naraz, ale nie udało mi się wszystkiego ująć w jakąś spójną całość) any any aims something that we want to do. So we should be active also because if we are not active we get anything. We are like I think fossilised and we cannot I think about our lives because it's it doesn't give us a chance for improvisation our life, our future, our, not only personal life, but also education, professional life so we shouldn't one stereotype and to one way of thinking maybe we should be open active life and that maybe our life very interesting, very interesting very cheerful. That makes me mad. For something that I go abroad I hear many of them. most stereotypes about Polish people that we drink a lot and it isn't true*

at all because there are many changes countries. So for example that we drink a lot. They have like their minor goals to something they are not going to any countries just for their own culture. *(To znaczy tak, tutaj może wezmę to trzecie pytanie, czy byłam świadoma, prawda, celu a o którym chciałabym w ogóle mówić. Właśnie miałam, tylko czytając to pytanie, miałam właśnie na celu powiedzieć o tych stereotypach yy ii także bym miała już jakby wcześniej zaplanowane o czym będę mówić mm i tak jak mówiłam, też nie wyraziłam wszystkiego co chciałam wyrazić. Nie wiem, może to też kwestia zdenerwowania, chociaż nie byłam tak bardzo zdenerwowana, myślałam, że będę gorzej, tak przypuszczałam i chciałam powiedzieć wiele rzeczy yy może nie udało mi się tego wszystkiego powiedzieć i może ma Pani do mnie jakieś pytania, nie wiem, na które mam teraz odpowiadać, może jakieś szczegółowe? Tak, manierę latam oczami zawsze gdzieś tam. Jak już coś coś się nad czymś zastanawiam to już oczy mi latają gdzieś tam w sufit albo w okno, gdzieś się patrzę – mam taką manierę. I to już zauważyłam dawno u siebie takie coś i tu w tym momencie też widzę, że tak jest jednak. To na przykład ja akurat nie używałam tego słownictwa jakiego chciałam, o wiele gorsze. No bo tak w sytuacji jakiejś stresowej, jeżeli jest się przed kimś, mam trzy minuty na mówienie o niestety czasem się miesza to co chcę powiedzieć. Także też nie wykorzystuję do końca swoich możliwości. Też często mi się jakieś czasy tam pomyślę coś tam, coś tam. Także nie jest tak jak powinno być, na pewno. Najbardziej to to latanie oczu chyba. Bo widzę, że coś nie wiem to już uciekam oczami w któryś punkt. Zrywam kontakt, tak, wzrokowy. Może rzeczywiście też tutaj jakieś podwijanie rękawów widziałam, też nie wiedziałam co mam mówić także, to jest to).*

**S42: Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success**

So I think that um the good um example is a proverb: A friend in need is a friend indeed so I think that it is very hard to be um sympathetic for a friend um who is um who's suffering because because for example if we love this person if we like him or her very much um we really um think think at this suffering what's as we suffered. It's very hard to find words um to console him yes and I think that when when um do something successful is very easy to say something rude for him but it's not easy to um it's not easy to sympathise with him because because we are very happy for that his success to say that um that I'm sorry or say something bad for him, not happy that this person is

successful um the situation when this person is sad suffering um we are trying to find some words to make them happy but it's very hard for us it's not possible actually because we love this person. Um, my best friend my best friend whose brother, 19 years brother died and it was very hard experience for the whole family. I really couldn't find any word to comfort her because um anything I would say would be just stupid to this situation so I think that the only thing that I could do for her was just sitting with her and just looking in to her what she's thinking about now, what what is she feeling and um I think that it was all I could do for her because she didn't want to listen to anything I wanted to say, she just wanted to be with me and listen to me so I think that it's hard for me to say anything I would say something that she's a little better. Maybe it's very drastic situation in this question but but I think that this situation I survived and it was very hard experience also for me.

*Na początku na pewno wiem, że byłam bardzo zestresowana i wydaje mi się, że łatwiej jest jednak mówić, to znaczy tak: fakt, że nie wiem czy zrozumiałam tak... um... to powiedzenie tutaj czy to pytanie właściwie, tak jak potrzeba było, ale myślę, że łatwiej jest mówić jednak na temat takiego swojego doświadczenia, co się przeżyło w życiu, naprawdę, niż, niż takie suche fakty jakieś tam wymyślać no i poza tym na pewno jest, było to problemem, że nie było chwili zastanowienia, czyli nie można było sobie ułożyć po kolei co można powiedzieć, jakiegoś planu wypowiedzi takiego ułożyć, mniej więcej od czego zacząć, jakiegoś takiego wstępu, rozwinięcia i zakończenia, tylko po prostu tak trzeba było mówić um tak wszystko z pamięci. Właśnie dzisiaj mam egzamin, więc także myślę, że to to było problemem. Myślę, że tak było też pytanie jest na temat na początku ja się stresuję bardzo, więc gestykuluję, te moje nerwowe ruchy, także to było, to było widać ten stres tutaj myślę. Umm no właśnie problemem było, że że po prostu nie nie moja taka była niespójna wypowiedź, ponieważ nie byłam przygotowana do tego i tak jak mówię zestresowało mnie to, że nie wiem właściwie czy mówię na pewno na temat. Także to jest co, co miałam cały czas na myśli, że nie wiem czy ja właściwie mówię na temat. Także przede wszystkim widziałam dużo błędów moich gramatycznych w wypowiedzi. Tak, było kilka takich, co właściwie nie wiem dlaczego. Tak chyba też ze stresu, przecież to bym poprawiła. No i tak myślę, poprawiłabym właśnie to, że, że bym sobie ułożyła to jakby pewnej kolejności wtedy wypowiedź byłaby taka bardziej spójna i logiczna.. Nie wiem, takie um um takie Um takie właśnie tego typu przede wszystkim u mnie to ruchy są takie he he to jest moja maniera taka właśnie*

*tak nerwowo cały czas także to znaczy szczerze mówiąc to było tak, że jak zaczęłam mówić zdanie to po prostu nie wiedziałam jak je skończyć tak naprawdę czyli to przychodziło mi tak wszystko jak gdyby w trakcie, na bieżąco w wypowiedzi także...*

**S43: To get into the best society nowadays one has either to feed people, amuse people, or shock people.**

What I think I would admire it this statement year old so, not 54 and even more shock them, they're always, they're always pay attention to him and, um, if you shock them they will think that you are either special or pretty, mad, if you start probably talking to you and make you comes down and if you feed them, um, I don't know, maybe who is special and creative they will also remember the fact. Well, um, the best, well, I think it it would be difficult to stay what is it that the best society. Um...for some people may be something different. For me the best society would be a' propos people who are quite intelligent and funny. They are ...able to to laugh and joke about themselves as well. But to get into such society you, I think you don't have to feed them or shock and be enough. For some other important is the best, society would be probably being rich and powerful and who own some businesses, factories, I don't know they decide about many people lives, by kingdom job, money, who buying providing them with the most needed things and who get into the society you will also have to be rich because I don't think they would through the circle just because you're innocent or shocked. However, many artists choose to shock people and then they are invited to many parties, meetings and so on. Because it's something. And, because, um, a lot of people like a kind of amusement and are determined. Um, well I'm not convinced about this part to feed people. It's somehow, um what I think about feeding people is... the picture that come to my mind is: poor children in Africa or people after some earthquake or flood and they really destroyed and there is nothing for them to do. So, I wouldn't say that this is the way to get into the society but amusing and shocking people - for sure. And, I think um nowadays it is quite important, here in this statement because probably the situation changed over the year the situation of the...

*So, (how did you understand the quotation) um well I think, it was the sentence was quite clear and it it was understood. But then (what was the communication goal?) well just to talk. No interaction. um (were we aware of the goal?) Yes, because I knew,*

that It sh...should last three minutes and I should talk and talk. (To what extent does your utterance agree with the quotation and instruction?) Well, I think, um the instruction not really, because instruction was to talk about your associations and I, um, focused on particular words and agreed or disagreed with the sentence, so maybe the instruction was not exactly what I did. Um (why do you think its...) Well, it's difficult to say whether, um, what I said agree with what I wanted to say because I didn't plan anything. Since I didn't knew the topic beforehand, and...well, as usually it doesn't come up to my expectations but it's always like that. Yes...m... when I hesitated...um...um.. for sure, when I hesitate I just stop talking then choose a particular word and begin a new sentence or try to a follow the the previous one. Um... (...when you did not want to reveal your ignorance...) No. (Planning. How did you plan your utterance?). When, when I saw it I decided to agree or disagree with it, and then to concentrate on particular words and then... say something about it. Problems? In my utterance. For sure, um, um, the topic of well, the the whole sentence was not something I could talk about for a long time, so I said a few sentences and then my mind went blank and I had to start talking about the same thing in another way again. And... (did I expressed everything?) I think so. (How do you refer to your gestures?) Um, for sure my gestures express my nerves and the way I feel anxious and tense about any oral - maybe not examination this time – but any oral... practice, let say. Mm.. (My facial expressions...), um well, I've noticed that when I'm nervous I um, um do not smile, I look seriously and I prefer to look at the topic of and at the paper or look at the desk rather than at the postman talking to. Well, when I heard myself saying something incorrect I simply stopped in the middle of the sentence and become from the beginning again. Um, (...did you decide to quit some words, expressions...), um I don't know if I decided to quit words. Probably yes. But I don't know why. (What strategies?) um. Um... um, um, for sure. 'However', I think and whatever is possible I like to... express my own opinion, so if I'm saying something gen... in general then I like to say: but for me or in my case and then continue in general. Yes um well. Um, for sure it's nice to see yourself talking, and um well, I know that I do some gestures with my hands that do not go together with what I'm saying. The only thing I've noticed this time that was more-less correct was, when I started to talk about children in Africa and I saw this picture, I wanted to visualise it some how with my hands, but on other occasions it's like unconscious movement of my hands. Usually to do something with my hair or to

*touch like something on on my face and nose. But I think it's connected with nerves and doing something else and talking.*

**S44: Ordinary riches can be stolen from a man. Real riches cannot. In the treasury-house of your soul, there are infinitely precious things that may not be taken from you.**

Riches can be stolen. I think that it is a true statement because it means usually thing that we all posses someone can easily take it from us. But the riches that are inside us our soul, reminiscences, feelings can't be taken from us other people even don't don't know about this if we don't tell them. And, um, I think that everybody has um, a right to have the private life, in which and I think that it is very important for or have some private things but to be secrets that everybody anybody have don't know about it. We we tell about it only if we want or if we need advice or or or we are in trouble and we need help from someone else. Um, sometimes this is reminiscences are very important for us, and connected only with such people who are the members of family or friends and we let closer only those people, who are I don't know maybe and who are...um, and we can relay on them. What else can be said I think that I'm rather introvertic person and I have a friends only only few friends but real friends I like to socialise with others but not everybody can become my friend so some people have um many friends but these friendships are not very strong and easily brake.

*Mogę po polsku, tak? Jak bym skomentowała? Znaczy no myślę, że powiedziałam przede wszystkim to, co myślę faktycznie, o sobie, o tym. Znaczy, wydaje mi się, że dobrze zrozumiałam ogólnie sam sam ten tekst, samo to zdanie. Um może dotyczyło to przede wszystkim właśnie tych ważnych rzeczy takich cennych dla ludzi, że można po prostu podzielić je na te rzeczy takie fizyczne bardziej i takie duchowe. Um, co będzie czy coś bym zmieniła też, tak? Znaczy no myślę, że, no powiedziałam raczej prostym językiem, nie skomplikowanym specjalnie, ale staram się mniej więcej przekazać to, co faktycznie myślę na ten temat. Być może też ta sama sytuacja jest lekko stresująca, więc może też dlatego użyłam akurat takich słów, jakich użyłam. Wiadomo, że jeżeli jest sytuacja taka luźniejsza, to wtedy też inaczej się rozmawia i sam sam fakt, że jest się kamerowanym też wpływa na sposób wypowiedzi. Ale ogólnie myślę, że powiedziałam właśnie to, co faktycznie myślę. I co jeszcze raczej tak, znaczy zawsze coś robię z rękami nie wiem chyba bez względu na to, na sytuację, czy to jest tak przy*

*przyjaciółach czy przy obcych tak raczej coś robię z rękami. To tak dość charakterystyczne dla mnie. Znaczy nie znaczy wydaje mi się, że nie, nie wiem, może po polsku częściej jakoś tak się zdarza łatwiej zauważyć, ale po angielsku raczej chyba nie. Przynajmniej nie nie nie zauważyłam, żeby się coś szczególnie często powtarzało. Znaczy nie wiem, właściwie nie. Tak, mniej więcej tak.*

**S45: Don't say you agree with me. When people agree with me I always feel that**

**I must be wrong.**

... insisted on changing the first topic and so we did

**To develop that real love of beauty which, as Plato is never weary of reminding us, is the true aim of education.**

Um, I think I'm rather um, I don't agree with everybody I choose checked information um. It gives you your um, um. Although, um I think that um I want to opinion, but not always it's true, I think. Um, I try to trust myself. I, um try to get some knowledge, um I'd rather just I think um I would actually play um I don't wanna to play talk about subjects that, well, I don't know about, I believe art, literature, I don't know maybe something I don't like to talk about or things, subjects wide are not ...

*...zniesmaczona, bardziej zniesmaczona...um, um. Myślę, że po prostu w ogóle temat jakiś był mi obcy, i, i nawet chyba przez to, że dzisiaj jest może taki dzień trochę zaliczeń, to w ogóle mi się nie chciało nawet myśleć na ten temat. Jeżeli coś nie było takiego łatwego, żebym mogła szybko um gdzieś sobie przypomnieć, skojarzyć, nie... po prostu nawet...no, chyba byłoby zbyt męczące dzisiaj dla mnie po tym stresie w ogóle, ogólnie. I praca, i zaliczenia. I w tym momencie, tak, ewidentnie po prostu nic nie przychodzi do głowy i ...no, zresztą to widać...Fajne doświadczenie, bo nigdy czegoś takiego nie...nie oglądałam. A to chyba tylko o głos chodzi, tak. Musi pani chyba postawić sobie coś jeszcze, bo jeżeli chodzi o wyraz oczu i zachowanie typowo takie psychologiczne, za dużo kłamię, patrzę w tą stronę, nie kłamię, patrzę w tamtą stronę, to w tym momencie, że może nie do końca to, co chciałam powiedzieć um ze względu na to, że brakowało mi po prostu słownictwa w danym momencie. Zmieniałam trochę i przez to jakby moje niektóre cele gdzieś tam pominęłam, że nie było to do końca powiedziane um. No, ale to braki językowe w tym momencie wychodzą studiów zaocznych. No i chyba to wszystko, jeżeli chodzi o, o jakieś takie moje uwagi w tym momencie. Siedzę naprzeciwko okna, więc mogę patrzeć prosto, bo gdyby mnie pani posadziła*



*naprzeciwko ściany, byłoby inaczej zdecydowanie. Oczywiście. To jest tak samo jak w autobusie, wszyscy patrzą w okno. Musi pani zmienić pozycję naszą. I tak jestem przygarbiona. Nie. Nie, właśnie...sometimes, usually...but it's only in English. Not in Polish. What else?*

*Tak, cały czas mi chodziło i po prostu szukałam naokoło, ale, ale nie znalazłam.*

*Powiedziałam chyba, że nie zgadzałam się, nie zgadzam się zawsze, ale chodziło mi właśnie, że jestem asertywną raczej osobą, tak mi się wydaje przynajmniej. Taką chciałabym być. I to chyba wszystko tak z, z uwag, jakie chyba mogłabym, chyba, że ma pani jeszcze jakieś pytania.*

**S\*46: I like talking to a brick wall, it's the only thing in the world that never contradicts me.**

So, I don't like to talk to a brickwall because I'm a person and to see the I um or reaction in my speech. And if such um agree agree with me or not um to talk to I would um an aim um because my, my speech has to have um has perhaps an aim simply so um if it is said that talking to myself is um haha changed my without anyone's it means that I'm not exactly mentally um that, that I'm that I could be mentally ill. So, um interaction with, with um he speaker um doesn't need to, to say body language to speak something um to say it with body language or gesture or mimic. It doesn't have sometimes it tells more than words. Basically, I've never talked to brick wall. Yes, because I, I speak pay attention. And sometimes um there's a difference between the words and gestures and. The people subconsciously believe in gesture, Body language. They feel um changed when they see the difference. So, we believe in gesture.

*Śmiesznie siebie oglądać, naprawdę. Ok., czyli co, mam skomentować. No, dobra, to już mogę zacząć? Haha Dobra, więc tak um co mi się rzuca w oczy – gesty, że jednak używam gestów, żeby podkreślić. No, robię to nieświadomie jednak, myślałam, że mniej gestykuluję, jednak więcej. Um, poza tym, no jeżeli chodzi o, o...No, wydaje mi się, że starałam się panią przekonać co do mojej tam...zerałam co tam pani um no, mimika ukazuje czy um pani sady o tym. Chciałam raczej przekonać do mojej wypowiedzi. Też tutaj ruchy brwi i tak dalej, że tak. No, jednak mimika um bardzo dużo tutaj zdradza po mnie, gesty też, dużo gestów. Nie ja raczej tak, jestem tak, tak, to radosną jestem, czasami za bardzo. No, w każdym razie, wydaje mi się, że aha Czy się*

zgadzam czy nie zgadzam, tak, z tym cytatem. Um, nie zgadzam się i wydaje mi się, że przekonałam o ym w jakimś tam małym lub większym, większej części. Um, co tu jeszcze? Czy była jakoś tam spójna, tak? Ta moja wypowiedź. No, tak w miarę jakoś tam przeszłam od szczegółów, od ogółów do szczegółów um. Najpierw ogólnie powiedziałam, że nie zgadzam, starałam się to uzasadnić no, i jakiś właśnie tam przykład, no, to pani mi podpowiedziała, żeby podać jakiś przykład um Wydaje mi się, bo um że, że ta gestykulacja, no, była dosyć bogata, ale nie była aż przesadzona, także nie było to jakoś um źle to nie wyglądało, wydaje mi się. Um, widziałam, że pokazuję tutaj spód dłoni, co świadczy, że e mówię prawdę, bo to jest nieświadome, ale to um czytałam o tym książki, o właśnie mowie ciała, że staramy się, że jestem nie kłamię, nie, nie, że nie kłamię, bo tak, tak um. Coś jeszcze. Jakie strategie. Oj, to w angielskim nie mam czegoś takiego. Jak konkretne słowa, które się powtarza, na przykład „nie” albo takie to w angielskim nie, nie mam, nie zauważyłam tego u siebie. W polskim owszem, w angielskim nie. To jednak nie jest mój język pierwszy, także nie Nie, nie Nie, ani “well” nie mówię, ani żadnych takich nie zauważyłam, nie. Co tu jeszcze powiedzieć? Aha, no, czasami, aha, jeżeli tam albo oczywiście nie chciałam robić błędów, ale czasami jak już zabrnęłam i wiedziałam, że robię błąd, to przerywałam i starałam się od nowa to zdanie powiedzieć, żeby, żeby było w miarę dobrze. Czy jeszcze coś? No, tutaj kwestia dźwięku, że nie słyszałam dobrze, bo chodzi mi o dykcję. Szczerze mówiąc, nie potrafiłam tego ocenić, ale wydaje mi się, że, że dykcja w miarę ok., bo raczej, raczej ludzie nie mają problemu, że tego nie potrafiłam ocenić z nagrania, ale raczej dykcję staram się.

**S\*47: It is absurd to talk of the ignorance of the youth. The only people to whose opinions I listen now with any respect are people much younger than myself. They seem in front of me.**

I don't agree with this statement because it doesn't matter if the speaker is younger or older. Because um sometimes older people say stupid things than younger, so the most important for me is um what um the person is um talking about and um his age is not important for me. Sometimes I speak with my younger colleagues who are very intelligent and um and um I'm sometimes very impressed of things what they are talking about and um I also have colleagues which I, that are um older than me and, and there are variant problems to speak about something very important and or serious with

them. They're not um, not um clever enough, not um.. sometimes we got to speak about politics and um and they they they are lacking. I ask questions what do you think about our, our government, our President, our Minister of Education (haha) and they, they, they, they no, they don't answer because they're asking who is our our um Minister of Education it's funny. They give a and my younger brother, he is nineteen years old, he is able to speak about our political situation and about all the changes that happened in the last half a year and um also the same with my grandfather who is very old. He also can speak about um important and um about important things. So the age of the speaker is um not important for me. O.k. two weeks ago um I spoke with my brother about um about the last changes in the government; about Mr Lepper and Giertych um, so our vice vice Prime Ministers and he he said um.. First he started to laugh and um he told me the government will be in Poland for example half a year from now. It will be finished um collapse. It will be finished in um. New government, new government this year keepings? it will happen. I agree, I agree with his word with his words because the situation that happened one week ago is um very, very um unusual for me.

*So the quotation I was talking about, I understood um quite well and um I wanted to answer this question as um good as I, as I, as I um could but while watching this um short movie I noticed several things I would improve. First, I wouldn't um say..., when I wouldn't speak again I wouldn't say all the um spaces. So it is the first thing I've noticed and it is annoying. It's very annoying for somebody who is watching and is listening to the speech.*

*The topic was pretty easy because because I found it quite easy to speak about and it was not a problem for me. I think that all I said about the question, all my answers um were directly coherent with the um were coherent and agreed with the topic. The most important part is all the spaces fit with um and um my moves. I was a little bit nervous when I was um speaking about the topic and I was answering these Questions. So maybe it's um connected with recording because it may be a small problem... probably, but I'm not sure.*

*Yes. I used words um, I think, in my opinion, it is very very common in my speech um. It happens few times in this speech also. Sometimes I didn't know the word so I tried to change it with, with the other but in fact it wasn't as good as I wanted it to be. So it was also the problem.*

*So I didn't plan the utterance, how to say it. I just, I just said it. Maybe the same I would do in Polish. It was coming um directly from my mind so it wasn't planned, the utterance wasn't planned and I didn't didn't think about it, how to say something. Maybe in few moments when I lost the word and I wanted to change it. But the rest of the speech was coming directly from my mind.*

*Maybe when I wanted to um describe the specifical situation um that happened. But um no, I'm not sure about the word. I even can't tell in Polish.*

**S\*48: A true perfection of man lies, not in what man has, but in what man is.**

All right, a true perfection of man lies, not in what man has, but in what man is – perfectly true, as we say in Polish – nie szata zdobi człowieka, so it doesn't mean, it's not important what you have what your possessions are, if you have great car or a huge house, um but what you are, or how you behave and what you values are, when I was younger, bu-bu-but really to be honest, I was crazy about some mark clothes, and well, to be honest it it wasn't about quality just just the label, and you may have something like a its called in a way and now it doesn't really matter to me something like that and it-it's similar with my... maybe with my surrounding people whom I like to spend some time with sometimes um and you know I adore people with great sense of humor and I would not care for their appearance the point is that they must be happy, cheerful, and even if they have some problems they are somehow open and they want some help and when we spend time together I know that I can count on them and that I will always have fun, something like that, that's important, and that's about that (*under her voice repeating the quotation*) we shouldn't judge people by the way they look or by the the things they have, they posses something like that. Alright, example of what? Actually, an hour ago, me and my two friends, we were talking about getting married getting married and the said that some time ago they were interested in together, new clothes and am well maybe the way they appeared handsome was important for them, and now they don't care about it at all, now they like just like to find somebody who'll be special to have fun to have good sense of humour, and now when we actually go, and we... okay... husband I think it's subconsciously I think if we would be able to find we think about the feature and not just the moment.

*Alright so first of all it was so easily noticeable that I was very stressed and second factor not only talking and being recorded was very stressful but also, also the fact that I was, am, well I was recorded on video so then I could see myself, during the show, let's call it a show, during the show I just couldn't stand myself and I only wanted it to-to-to finish as soon as possible. Where I was when it comes to the question, well I certain- um mo-mostly what I wanted, maybe there were a couple of things but then we'll need to have a, let's say conversation, i-it couldn't be a mono-monolog, because something completely different when you talk with a second person then this person gives you some ideas you can, you can, say something, something else, something better maybe, its easier its much easier when, when you talk with somebody It's much easier than than when you have to talk by yourself nobody can help you, although you help me, I know, thank you very much. am I, well, there is the question about the coherence actually after thi-thi-this sho-small show I'm not able to say if it was coherent or not the question was coherent but I don't know if my am utterance was coherent I like that quotation a lot I will rewrite it i-if, if you allow me, my gest-gestures way well in sitting on a chair I I I can move my, my hands and I did, I I I looked at the question well quotation a couple of times am, searching for new ideas, and what else, sometimes I have some hesitations because, no, no maybe not because vocabulary, lack of vocabulary just am lack if ideas, I wanted to to to say something and then I I just just am thought that it-its not about the topic and maybe it's it's am its not good. What strategies? There were no strate-strategies, as I had no time to prepare myself I just had to, had to go had to, had to say what I really thought and I'm glad that I got this this am quotation because it was quite, maybe not easy but something we can tell about, was alright, but I really hated watching myself am tv or whatever it is um, alright is that all.*

**S\*49: The history of women is the history of the worst form of tyranny the world has ever known. The tyranny of the weak over the strong. It is the only tyranny that lasts.**

Um...the history each of women everywhere well, It depends of what kind of tyranny you mean, if it is for example nowadays, tyranny can be not allowing women work, sometimes to the kind of... And tyranny when in the long time ago when they were burned or something like that. Um, well, it is total um difficult um. Oh my gosh, well I I, well I how I feel I don't um I don't agree with it I don't agree with it, that's why,

that's why I cannot say about it um so much but um maybe there's nothing, um, nowadays there's just nothing like tyranny when it comes to women. The tyranny is the wrong word for me. It's not like not like oh my God. Ok, so tyranny of the weak over the strong, of course, men, men are supposed, men are stronger than women and it is believed that they are, maybe not necessary sometimes, but women are treated as as like weaker creatures or something like this and um maybe, maybe they behave the way that men treat them. Yeah, yeah. Yes, I'm working. My boss is a woman, so um I don't have problems with tyranny as such and anything like this, anything like that because she's never there. So I can't um think about it. Um but yes, I have some situations when people work, women were harassed in work and it was some kind of tyranny, right. And um work is experience and they wanted to get a job and accepted their awful behaviour for example. But, but of course it should not be accepted, right? Um, well, you know, there shouldn't be any tyranny at all.

*Zaslanianie ręką na przykład ust, niewybaczalne ha ha ha um znaczy generalnie poszło mi to, trochę to tak nieskładnie. No nie wiedziałam za bardzo od czego zacząć. Może to tak troszeczkę... Już nie mówiąc o tych przerwach, które też no trzeba jakoś to prawda no coś powiedzieć chociaż no ciężko, ciężko było. Jakbym to przed ludźmi mówiła, to bym chyba nigdy nie stanęła na I don't know, coś starałam się powiedzieć no nie. To chyba więcej ważne jak powiem: what was your commitment, did you understand or how did you understand the quotations or maybe I'm, I'm going the wrong way. No generalnie strasznie, w ogóle nie jestem zadowolona. To zakończenie mówi wszystko ha ha ha. Generalnie to za dużo, za dużo wahań, za dużo 'nie wiem', za dużo. Ja nie wiedziałam po prostu co chcę powiedzieć tak naprawdę, to wszystko było, to wszystko było tak no no nie było to spójne, nie była to spójna jakaś wypowiedź i skakałam z tematu na temat. Nie było czegoś takiego, żeby się tego dobrze słuchało. I tak samo nie było jakiejs puenty, nie było zakończenia a no nawet nie wiem jaki był mój cel szczerze mówiąc. Niby to niby to tak no po prostu tego się źle słuchało jak mam być szczerą. Tak, to jest moja, to jest moja ocena. Tak, ja ech już nie mówiąc na przykład językowo, to też mogę, mogę powiedzieć? Ja mam to znaczy nie wiem czy to tak każdy ma chyba po prostu jak jak jak przychodzi egzamin ustny to po prostu um człowiek jakby zapomina języka w gębie. W domu mówi elaborat, wszystko pięknie wychodzi, także, jeśli chodzi o takie, taką wypowiedź to jest to dość stresujące. No nie wiem, ciężko się przełamać. To już druga rzecz. Może, no to wiadomo jak językowo źle to się*

*człowiek nie może się jakoś tam, nie może przekazać tych swoich wiadomości, które chciał przekazać. Um, um tak szczerze mówiąc, w ogóle nie zaplanowałam swojej wypowiedzi. Znaczący tam było zaznaczone, że nie ma czasu na przygotowanie się, w sumie to nawet zaczęłam mówić i dobrze nie wiedziałam o czym mówię i jak mam dalej to ciągnąć. Także nie była w ogóle zaplanowana, co zresztą było widać. Już nie żadna spójność, bo to też tak jak powiedziałam, niespójne w ogóle. Um, no jakie, jakie problemy. No właśnie problemem jest to chyba że po prostu nie wiem. Znaczący czy to chodzi o rozmowę, tu chodzi może o nagrywanie czy o coś, może to był problem, nie wiem. Może jakbym rozmawiała na przykład z panią tak bez niczego to może by było lepiej, nie wiem. Trudno jest mi teraz to określić. Um na pewno bym dodała parę różnych rzeczy, jeżeli chodzi o ten, ten temat. Powiedzmy za dziesięć minut będę po prostu bardzo mądra i mogłabym tu przyjść z elaboratem, prawda? A w tej chwili nic mi do głowy nie wchodzi. Um no i jeszcze te gesty, prawda? No, niepotrzebne, niepotrzebne bo widać, że na przykład nie wiem co powiedzieć, widać że się stresuję, a nie potrafię tego zatuszować. Um, um Well, well- to chyba to. Już nie mówię o takim mmm - dźwiękonaśladowcze dźwięki. I don't know to jest w ogóle coś, to zdanie, które za często powtarzam, a to nic nie wnosi a tylko komplikuje całą wypowiedź, się człowiek rozprasza. No to to przede wszystkim, no i może jakbym tak oczami jeszcze nie wywijala to by było jeszcze lepiej, prawda, bo to po prostu to też widać, że tak nie za bardzo wiem o czym, o czym mówię, albo nie za bardzo wiem gdzie, gdzie dążę, prawda, do czego zmierzam. To jeżeli to chyba to. Tak? Dziękuję.*

**S50: The history of women is the history of the worst form of tyranny the world has ever known. The tyranny of the weak over the strong. It is the only tyranny that lasts.**

Towards women at the moment. I don't know Islamic country. Somebody can feel offended. But it's true, in Middle Ages it was very difficult for women to get education, to be someone important. You can, now I think, it's heyday for women to get promotion, but Ok. and it's a woman's point of view. What else. It's a difficult subject, when you look back into the history, the man was always a person who was in charge, who was allowed to rule, who was allowed to make decisions. Women always were

supposed to stay at home, to take care of children, not to decide. However, if the women were intelligent, they could somehow get influence from the husband, even the king. Um, what else? Ok. I'm teachers, so at school, ok. even at school once I heard my headmaster who said that if he had a choice, and he had a man or a woman, so he would prefer to give a job to a man, because, we know, teachers are women. And I do understand her, because it's very difficult, sometimes it's good when there's a man who, I don't know who might be stronger than even deal with difficult children. But yeah, even now it's much difficult, it's more difficult for women to find a job, when I came back to my small town, I was looking for a job, it's very difficult to get one. And I suppose, if I were a man, it would be much easier.

*To wiec pierwsze, mi się wydaje ze temat rozumiałam, tylko w kierunku kobiet, bo zawsze mamy tyrania w kierunku, nie wiem, Żydów, w kierunku...i tak trudno wymyślić, chociaż ciągle się mówi, że nie ma tego równouprawnienia, ciągle kobiety jakby traktowane gorzej. Także wydaje mi się, że nie do końca wyjaśniłam tą tyranię w kierunku kobiet, tylko wyjaśniłam, ok. że, czego się od nich oczekiwało, czego się nie oczekiwało. Natomiast, jakie błędy, po prostu dlaczego nie wiem czy mogę też o błędach troszeczkę. Za dużo mówię, no bo szukałam takiego słówka. To świadczy o tym, że człowiek, no, chyba stres. Bo jeżeli bym pisała, na pewno starałabym się zastąpić słówko difficult synonimami, albo get something, też synonimami. Natomiast ja cały czas difficult to get sth. No, ale to tak jest właśnie w czasie mówienia,. No i oczywiście ruchy: rękami, po nosie tarcie itd. Zbyt mało tyranii. Definitywnie. Jakby człowiek, nie wiem, może nie w stresie to robił, tylko pomyślał, to może było więcej na ten temat. Raczej więcej o oczekiwaniach od kobiet i oczekiwaniach w kierunku mężczyzn. Temat ciekawy, ale trudny. Może za mało czytania, może więcej czytać. Może też tak można powiedzieć. Mnie właśnie przerażają egzaminy, speaking zawsze mnie przeraża. Jeżeli coś nie podejdzie człowiekowi, i ktoś jest mało taki właśnie „imaginative” to co zrobić. Właśnie też, to pierwsze moje zdanie, że, pierwsze skojarzenie, taka uwaga fajna. Pierwsze moje zdanie, „tyrania w kierunku kobiet kojarzy mi się z krajami muzułmańskimi. Może nie do końca tak myślę tylko właśnie chciałam coś powiedzieć. Powiedziałam to zdanie, bo takie jest, nie wiem, ogólne pojęcie, prawda, tyrania w kierunku kobiet. Więc to też takie było troszeczkę, właśnie, bo tutaj pisze czy ja nie chciałam reveal my ignorance, a ja myślę, że w ten sposób I reveal my ignorance. Po prostu, no, tak poszłam na łatwiznę, to jest takie oklepane. No, żeby coś powiedzieć,*



*cokolwiek. Troszkę poznałam może nie samych muslimów, tylko np. ludzi z Turcji i np. mój obraz Turków jest zupełnie inny od tego, który się mówi. Ja mam obraz, że są to ludzie ciężkopracujący i szanują się nawzajem. Więc może to zależy, poszłam na łatwiznę. Raczej swoją ignorancję pokazałam. Czasami mówimy coś, czego nie chcemy a czasem nie mówimy tego, co chcemy.*

**S\*51: A true perfection of man lies, not in what man has, but in what man is.**

Um, Ok., so the true perfection of men, um, the way he is behaving, um, the way he is behaving towards other people and um what else, I think that's the main thing, how good he, or bad, hmmm, actually how, how he is behaving towards all the human, all the human beings and animals (laughter) um my own experience Um, um, basically I evaluate people by, um, by, by by how they behave towards animals, hmm, lets say I do love animals and, um, I think that attitude to animals um, I think that if a person is good for animals it can tell us, it can tell us about, um a lot about, um himself or herself. Ok, ok so, um, I don't know making fun of animals , doing things that are unacceptable for me, not treating them like um, human beings, like, like (laughter) like beings lets say, not accept., acceptable, and I cannot cooperate or make friends with such people, um, umm (laughter) good for me.

*Może pierwsze, że nie zrozumiałam za bardzo pytania, bo tak pomyślałam lies jako kłamstwa najpierw i tak nie umiałam. No i oczywiście nie patrzę w ogóle w kamerę raczej, nie wiem, zawstydzę mnie to myślę, tylko albo patrzę, nie wiem, w to zdanie, które jest, jakbym próbowała jeszcze coś wyczytać z niego, żeby mi pomogło, albo w okno. Nie wiem, jak nie mam co powiedzieć to, co jeszcze tutaj jest, mogę jeszcze zerknąć co tam mam, po prostu...no nie wiem, jak już, znaczy nie wiem czy to jest istotne ale jak już pójde w jeden tok myśli, to potem ciężko mi po prostu nawiązać do czegoś innego, tylko jak już nawiązałam do tego jednego to znaczy, mmm, jak mam mało czasu na przemyślenie to tak, to jak już raczej właśnie pójde w jedną stronę to potem już tylko w to jedno, i taka mała kreatywność. Nie ma jakiejś tutaj takiej urozmaiconej też gestykulacji powiedzmy, nie widzę za bardzo, żeby jakoś rękami raczej mimika tylko twarzy widzę, że jak patrzę w kamerę to się uśmiecham zdecydowanie. Aha no i myślę, że tak jak tutaj pisze, że yy moja mimika odnosi się do tego co mówię, bo jak mówiłam o kocie to od razu „cat” (śmiech), takie rozmarzenie. Całkowicie ta wypowiedź nie była zaplanowana, przemyślana.*

**S52: The history of women is the history of the worst form of tyranny the world has ever known. The tyranny of the weak over the strong. It is the only tyranny that lasts.**

Women nowadays women are treated very bad by men. I can say that um they have no respect for us and um um I can say about men but um they they behave like I can say dogs. They they they're barking and all the time barking. They don't treat us like women. They have a when there's no respect us. And sometimes you can for example in TV um... *(Tutaj ewidentnie w tej pierszej części pytania jak zostało ono przeze mnie zadane to chciałam od razu przedstawić pozycję kobiet przez pryzmat mężczyzn czyli to że nas źle traktują czyli Porównując ich do psów, które na nas szczekają)* that they use their hands that they use their let's say power. *(To jest ciekawe jak się wypowiada przed kamerą i ma się ten stres to jest właśnie to, że się nie zwraca uwagi kompletnie na gramatykę i na wypowiedanie wyrazów, normalnie to człowiek się pilnuje)* They, they... Everything what they think they have... ehm... and power... to show who is straight on the top. And... ehm... it's the worst thing for... for... for women and usually we don't know how to react and we start crying and we are begging for *(generalnie to jest trochę zawile jak sie tutaj wypowiadam, ale właśnie moim celem było, żeby przedstawić to zgubienie kobiety, która cofa się I boi się zareagować na to co dzieje się w domu za zamkniętymi drzwiami)* w peace and they, I mean... We, like women, we don't know what to do in such situation and we... we... um... we are not going to call the police and we... we cannot help each other. And it's um... the worst thing that we can't talk about this problem. And nowadays I think it is the worst problem... um... in how it's behind the closed doors and for example if it's some murderers and our neighbours can say that "yeah, it was... it was really nice guy, I don't know why he, why he did that". And outside men, they treat the women like, like nobody and um... what can I say...It's like war between two... um... between... between... um... inside a sex and yeah... I think it's an important problem nowadays...*(Znaczy tu się utożsamiałam właśnie z kobietą, która jest tak traktowana przez mężczyznę z tego, że doświadczyłam czegoś takiego właśnie w Stanach gdzie oni mają zupełnie inny podział hierarchii jak u nas. U nas to sie dalej traktuje kobiety wyjątkowo, a tam kobieta jest traktowana zupełnie inaczej nie na każdym poziomie wiadomo społecznym, ale tam jest tam mężczyzna nie otworzy drzwi kobiecie)* What else? Tyranny? Tyranny is the word that I can describe a man who is a

father and usually when he...he treats a woman he he may treat a daughter in the same way and um the worst that the worst thing is when when he treats his mother and um *(Jeśli wypowiadam się z zaskoczenia to wybieram metodę asertywnej komunikacji tutaj za bardzo polecałam w kierunku, żeby utożsamiać się z osobą źle traktowaną przez mężczyznę. Aczkolwiek powinno to być takie bardziej na powierzchni. Zagłębiłam się za bardzo w temat i tak tutaj brnęłam w jednym kierunku. No ale z drugiej strony można z tego wyciągnąć jakieś potrzebne wnioski.*

*Techniki wypowiedzi, tutaj w jednym momencie tak mi się wydaje zaczęłam się kręcić wokół jednego i nie rozwinęłam myśli, którą chciałam przedstawić.*

*Mam tendencje czasami do powtarzania słowa podwójnie także to jest u mnie wadą jeżeli jestem zestresowana, że zdarzy mi się powtórzyć jedną frazę nawet podwójnie no i to nie jest już taka czysta i klarowna wypowiedź.*

*Jeśli chodzi o gesty to wolałabym mieć długopis w ręce bo nauczyli mnie, że to jakoś zbiera stres, który się ma i w tym momencie człowiek nie gestykuluje).*

### **S\*53: I always pass on good advice. It is the only thing to do with it.**

So, um..I think that I agree with this um statement. And I I have from my own experience. I always pass a good, if it is a good advice. So I pass it to my, especially to my friends. So um when there is, I don't know a difficult situation and they need my advice and I know that I can help them, and I have such a good advice, so I can pass it. And um I also give some, give them.. some of the, some of my experience from my *(Znaczy jak mówię to znaczy widzę, że dużo gestykuluję rekami, tak w ogóle szukam jak gdyby myśli często się patrzę na okno jak jakiejś pomocy szukam no a jeśli o ten komentarz to do pewnego momentu cos tam mówiłam a potem czekałam na jakąś taką odpowiedź z pani strony to takie ...)* my life..and I.. I think it's um if it is good to give these people different advice. If they are really, really...helpful for them. *(Znaczy do pewnego momentu potem zaczęłam powtarzać, że jak gdyby że to jest dobre i tak zaczęło mi się jak gdyby pokręciło i powtarzam jedno w ... nie kontrolując tego jak gdyby w pewnym stopniu)* Um so that was um yes especially during the exam when, especially when they are, when people think, as for my oral exam. So, um..my friends say to me if the the person who asks um the questions is. I don't know a strict one or some helpful so I'm relying on them, on their advice, so I think it's a very helpful a very helpful during the exam especially, and um even during during some I don't know

exercises um so the time that I don't know, I don't know maybe um I don't know a grammar stucture or ..um.. word is missing.. so I can *(Myślę, że ten drugi przykład tak jak gdyby nie za bardzo był związany z tym tematem to znaczy w pewnym sensie tak, że jest to jakieś dawanie rad ale tutaj może akurat też jakoś tam gramatyka i słowa no niedokładnie, lepszy był ten pierwszy przykład ten drugi już tak nie za bardzo)* ask my friends and they .. they know if something they tell me I can't remember if I ever got bad advice. *(No i tutaj już nie mogłam niczego wymyślić do tego ostatniego no w sumie jeśli bym się zastanowiła może w życiu, gdzieś tam kiedyś się to jednak zdarzyło no ale na poczekaniu nie dało się no i tak jak mówię dużo takiego gestykulowania jak brakuje mi jakiegoś słowa to próbuję jakoś tam sobie pomóc rękami).*

#### **S54: I always pass on good advice. It is the only thing to do with it.**

Ok, so I have a quotation here: I always pass on good advice. It is the only thing to do with it. Um, honestly and personally I do not agree with it because um not the fact that I don't agree but I don't use um a such a quotation in my life because in my opinion nobody likes advices and nobody like like um nobody likes to be advised. *(Może po polsku, tak będzie szybciej. To, co zauważyłem, jeżeli zaczyna człowiekowi brakować słów i trochę się gubi, ewentualnie nie może odnaleźć odpowiedniego słowa no to zaczyna takie właśnie ruchy typu ręką, zaczyna machać rękami)* Um, what can I say more um especially um our parents and um people that are little bit older that we um like um advice to the children young um and other young people because they, they think that if they are older they know more um and I agree um that this is a fact that their um experience, life experience is higher but their um their advices sometimes make people angry and and honestly advices don't help *(hm co mogę jeszcze dodać, że wypowiedź jest jako tako no nie jest to taki ładny ciąg nie ma ta wypowiedź takiego ciągu, jest lekko chaotyczna, także można powiedzieć, że nie było to planowane z tego względu, że było, nie było czasu na to, żeby się przygotować do odpowiedzi do do podsumowania tego cytatu, także jeśli człowiek miałby więcej czasu i człowiek miałby okazję posiedzieć nad tym to na pewno efekt byłby lepszy troszkę)* are not to they don't hurt people because what comes to me um I don't like to give advices *(... problem dla mnie to brak odpowiedniego słowa człowiek, wtedy człowiek używa dźwięku um szuka gdzieś tam w podświadomości tego słowa)* I don't like people who advice me in many in many um – już minęły trzy minuty. I think that if I would be older if I would have to

advice somebody I would do that in a special way because we can advice and we can advice. (*Troszkę się tu pogubiłem, ale jeszcze dodam, że jeżeli człowiek szuka, jeżeli coś chce strasznie przekazać a nie wiem czy druga osoba jest w stanie zrozumieć – staram się jakoś tak tu pomagać gestami, żeby obrazowo nakreślić całość wypowiedzi I do tego dążę*) We can advice and and um order the rules that somebody should follow and we can advice in a um softer way, like just to um, just to um put a a stress that something should be or shouldn't be like that, not to insist um on somebody's ideas somebody's point of view etc. etc. etc. (*Jeśli mógłbym coś zmienić to byłby to oczywiście bieg całej wypowiedzi, bo według mnie podzieliłbym na takie trzy etapy gdzie mówię o czymś, potem pauza i następna także nie jest to taki ciąg jest to trochę pogmatwane, chaotyczne itd. itd., ale generalnie z tego względu, że raz; trzeba się komunikować w języku obcym i trzeba myśleć w tym języku, a jeżeli się myśli w języku polskim to potem właśnie trzeba poświęcić czas na to, żeby przełożyć ten tekst. A dwa no za mało trochę czasu na to, żeby stworzyć taką, taki ciąg ładny itd., itd.*)

**S55: Men marry because they are tired; women, because they are curious: both are disappointed.**

Man marry because as it is written because they are tired it may be some kind of um working problems for example because both men and women might be working hard and um to have their personal life they they marry because they want somebody to talk to um in home for example when the the question of the children comes so they may have argue and then the disappointment appears because they um cannot have the same opinion in this matter and they can or can or cannot spend so many time for children and maybe men for for women and women for men maybe they this is the reason they they are disappointed in their marriage and some some some kind um marriage is some kind agreement because men and women um earn money and they have both both the same life it can be said and then they have to devote the time for for for especially women in the kitchen man is sitting um, for example at the table drinking beer and watching TV and the woman is disappointed because he does nothing about the home and he's just relaxing and the woman is still working apart from the work he did in her work and maybe the this is the reason that they are disappointed and a women are curious about marriage because maybe they they want something that is um unknown for them something that may be about feeling and maybe it is about experience they

want such a man and for example if he is too tough or or maybe too stupid or maybe he's looking for a mother or something like that and men are treated like like a for example I don't know a user of a women so it it is kind of diver... diversification of a women and a men and men are are kind of workers and hard workers for example like they are builders of such thing and women are more um delicate so so maybe these differences are are both and women are curious about the the feelings of a men and his attitude to life and in other way man is curious of woman attitude to life but the it cannot it can't be for example the matter of all things and maybe men can I don't know somehow help women so maybe they wouldn't be so disappointed.

*Jak zobaczyłem ten temat to jakoś chciałem to przedstawić na zasadzie wyjaśnienia jednak poprzez właśnie brak spójności bo tak skakałem tutaj pokazywałem znaczy mówiłem tutaj o kobietach o mężczyznach i to wyszło na zasadzie porównania kobiet i mężczyzn i jakby tej całej pracy i w zasadzie to wyjaśnienie dlaczego są obie strony są zawiedzione małżeństwem to w zasadzie wyszło w jednym zdaniu tylko i w zasadzie nie powiedziałem nic takiego na temat, żeby to właśnie wyjaśnić tylko takie porównanie było a co do gestów to co zauważyłem to że strasznie błędziłem wzrokiem po tym cały czas no i jak były jakieś takie większe przerwy to ruszałem rękami tylko, że właśnie w płaszczyźnie poziomej np. jak było to słowo neither to pokazywałem coś takiego no były jakieś elementy słowne no ale jakiegoś efektu to może tam nie przyniosło no bo wiadomo mowa ciała też odgrywa rolę, a co do samej wypowiedzi – mimiki twarzy no to zauważyłem, że dosyć uśmiechnięty byłem przy tym i poprawiałem cały czas okulary no to nie wiem to jest jakiś nie wiem wyznacznik jakby właśnie tego wszystkiego, no ale tak to po za tym to siedziałem dosyć sztywno, gdyby nie ten to bym się patrzył w jeden punkt takie może bardziej wszystko płynne i a tak to wszystko jakby rozpraszało moją uwagę tu się patrzyłem tam się patrzyłem machałem tymi rękami w zasadzie to tyle tam brakowało mi słów jakiś to no to no to właśnie wtedy błędziłem znaleźć jakąś inspirację patrząc się na przybory, które tutaj pani ma albo do okna, ale zauważyłem również to. W przerywnikach zdań dość często pojawiała się yyy no nie wiem to w zasadzie mogłoby być tym, że ta odpowiedź nie była spójna i że ten przerywnik jak gdyby dawał mi czas na jakieś rozmyślanie i dlatego tak skakałem z tematu na temat. Wypowiadałem się najpierw to o mężczyznach najpierw potem znowu porównywałem z mężczyznami mężczyznami tak to jakoś wyszło i to bardziej w sumie te*

*przykłady, które podałem to na zasadzie tak bardziej instrukcji niż powiedziałem to co co miało być i jakby to jakby to powinno wyglądać. Myślę, że to tyle.*

**S56: Children begin by loving their parents; as they grow older they judge them;  
sometimes they forgive them.**

So um sometimes when we are young we um we don't know what is good and what is bad and when we grow. Sometimes our parents forgive us little sins um for example um um I think they they trust us um they try to care about us and don't let don't let us um do some something um. Um um when we are younger, um older and we think about our family in future so um so we are trying to think about it what we did yes and then we try to understand it our parents for example our parents and sometimes our sins are not huge and um our parents forgive us for example I don't tell my mother that that I was that I I went at the disco and I said that I went to my friend for example um (laughter) they did it because they love us. And they they try to they try to protect us um.

*Po pierwsze wydaje mi się, że strasznie dużo błędów wylałam, ale to chyba tak, dlatego, że bez przygotowania. Wydaje mi się, że od razu zrozumiałam to co chciałam powiedzieć tzn. tak do końca przekazać, po prostu brakowało mi tak jakby z miejsca słów. Um Jeżeli bym mówiła to jeszcze raz na pewno bym to przemyślała Jeżeli bym wiedziała np. na egzaminie przemyślała i wiedziała co mam powiedzieć i pewnie bym się tak bardzo nie nie stresowała, gdzieś tutaj do góry patrzyłam – te ręce. Um, z cytatem to było takie pobieżne wyjaśnienia może dlaczego ci ci rodzice nam wybaczą czy nie, nie zastanawiałam się dłużej raczej od razu to przeczytałam i odpowiedziałam, ale myślę, że jeżeli by to było zupełnie jakimś takim ... mam straszne problemy z mówieniem w obcym języku Uważam, że, myślę, że z jakimś takim nie wiem to jest też stres taki przed kamerą też, ale to, że mówiłam w obcym języku bez przemyślenia w ogóle. No i chyba to wszystko.*

**S57: Children begin by loving their parents; as they grow older they judge them;  
sometimes they forgive them.**

Um, when children comes to the world they think that they should love their parents and they do it all their life and when they grow um they um, they um experience um some thing and then um no ja nie wiem co ja mam mówić do Pani um, I was really loved by

my parents and I love them with all my heart and I think I will love them till the end of my life um I got um so so much love from them and they always help me in everything they support me and um I think I will do the same to my children and I will try to be the same parent to my children as my parents are to me and well, I've got a friend who has got bad parents because they had bad influence on her life They are always angry with her and they shout at her and she's always under pressure because she must be always the best. It's very difficult I think – because she hates them. Yeah, I was rebellious as a teenager but I grow up from it very quickly I'm normal now I think.

*Nie przygotowałam tej odpowiedzi, potrzebowałabym więcej czasu, żeby się przygotować. Nie lubię tak właśnie z mety odpowiadać. Um, co jeszcze nie wiem dużo min tutaj robię głupich, potwornych. Dużo błędów gramatycznych. Um, to znaczy myślę, że odpowiadałam na Pani pytania, ale chyba nie tak wystarczająco, mogłam więcej powiedzieć tylko w sumie nie byłam przygotowana tak jakoś tak powiedziałam to tylko co mi przyszło akurat na myśl.*

**S58: Don't say you agree with me. When people agree with me I always feel that I must be wrong.**

Um I don't agree with this statement I think that it is very nice when people agree with us, and I think it's not always true that if they agree there is something wrong with our statement. I think that if somebody is um our friend or a member of family he will tell us something is wrong and he will tell us when we are telling the truth so I think it is ok when somebody agrees with us. I think it's very nice and in my opinion there something with this statement and I don't agree. I think that as far as politics is concerned um when somebody is not right I think and everybody will tell him that he is not right and nobody will disagree with him as far as opposition is concerned I think they will definitely not agree with this person they don't agree and there will be an argument or something like this so I think that as far as politics is concerned nobody will agree with you if you are not right. When I think about relationship between the boss and his employee they will have to agree in order not to make the boss angry or in order to um achieve some I don't know bonuses or make some money or something like this. I think that students will generally agree with the teacher but in this context they sometimes disagree they think they are right to ask and they want to find out what's wrong with the result of their test.



*Um jeżeli chodzi o sprawę czy ta wypowiedź była zaplanowana czy nie to w zasadzie no jeśli się nie ma takiego czasu na przygotowanie tylko to jest takie bardziej na bieżąco można powiedzieć to co ma się powiedzieć to się mówi ja też tak zaaranżowałem tę wypowiedź parę myśli na początku miałem, ale później to na zasadzie co powiedziałem to powiedziałem. Jeśli chodzi o to, co, jakie miałem po prostu wymagania do swojej wypowiedzi to mi się wydaje, że to, co chciałem powiedzieć na ten temat to raczej powiedziałem myślę, że tam więcej już bym nie wymyślił na ten temat ciekawego. Z tego, co widziałem to jakoś um nie miałem takich jakiś specjalnie wielkich momentów wahania, raczej, z tego co widziałem, to raczej na bieżąco coś starałem się powiedzieć um, Jak miałem właśnie jakieś problemy to tylko w momencie, gdy już w zasadzie powiedziałem to co chciałem. Jeżeli chodzi o gesty to wydaje mi się, że raczej spokojnie się zachowywałem specjalnie rękami nie wymachiwałem. Raczej nie jestem specjalnie gestykulujący, chyba, że jakieś straszne emocje, nie wiem, przypuszczalnie jakieś mecze piłkarskie, albo coś w tym stylu no to w większość większość nas, panowie wtedy dosyć żywiołowo reagują tak myślę, że generalnie to raczej nie zachowuję się żywiołowo. Myślę, że było spokojnie. No z tego co słyszałem to przede wszystkim I think that, to daję te pare sekund, żeby pomyśleć i pójść dalej, a tak to to raczej nie wiem, nie wiem czy mam coś takiego charakterystycznego. Jeśli chodzi o jakieś tutaj strategie to specjalnie muszę przyznać nie było żadnych strategii raczej to co myślałem to na bieżąco mówiłem. Osobiście to wolę jak mam moment na przygotowanie, myślę, że to zawsze jest prościej jak się ma jakieś 2 min na przygotowanie na jakiś temat, chociaż tam przy początku są ludzie, którzy mogą mówić i mówić.*

**S59: To be in good society is merely a bore. But to be out of it is simply a tragedy**

Ok., well repeat the ... To be in good society is merely a bore. But to be out of it is simply a trat...tragedy. Um, well, I think that every human being needs some kind of people around him and without them we are just getting paranoid we need somebody to talk with, to be with and without them we are just um individuals without any meaning we are defined by the way how people see us I think and that's the way the society works and without society It's nothing which depends of and individual which do nothing just everything for himself I think they can achieve little. Um, what else and to be alone is boring ok we can we can't live with ourselves because what to do ok you

can speak to ourselves people are going crazy and it's boring after some time, after a week they go nuts like on an lonely island they go nuts they are talking to a coconut or what was it a volley ball. So we must have somebody to speak with or we go crazy we are, I don't know I don't know I don't remember the word *zwierzęta stadne* herd animal. We live in a society without people we get paranoia is simply a tragedy... Well, living on the outside I think it change people I don't know whether they like OK sorry for what I will say about women who live with her cats it's she fifty sixty years old and a bunch of cats and it's always more and more cats they want to have somebody something to care for and they chose cats.

*Well, I think that I understand the quotation I think I hold on the topic it was connected I think, I hope um I didn't really plan my utterance I was picking anything the things that came to my mind so about the volleyball for example. My utterance I think it correctly agrees with the quotation I'm not sure if what I was talking was correct um Well I'll say that I definitely didn't know the word like with the herd animal ok I know, knew and well something about that we need to live in a kind of herd in society social animal so when I don't remember the word so at the beginning I thought about a list so I said I don't remember the word I think I didn't plan the utterance, I don't think it was coherent because when something came to my mind I said it it wasn't always connected with each other. Well, there are some connections, my gestures, well there were some gestures when I think about something Facial expressions, well I rolled my eyes well it's something I often do. I didn't decide to quit some expressions I was saying everything I didn't thing something was unproper or not connected just going. I just said what came to my mind, it was casual.*

**S60: We live in the age of the overworked, and the undereducated; the age in which people are so industrious that they become absolutely stupid.**

Uhm , nowadays um many um much more people are overworked as basically um most people um are predominantly focused um on on making money on earning money and a lot of people have no time um just for leisure activities just for everything except for except for um their work um furthermore much more people are undereducated it means that um, they don't they don't (laughter) get proper qualification, proper education and they don't attend any any schools just just after having graduated from their um primary school they start they start working and that's basically all. (Repeating the quotation under his breath). Much more people or most people focus focus on their careers on

their making money so they they they are not particularly particularly interested in other things. They don't focus on their on their interests, on their hobbies and they only they only think they are preoccupied with their work and and and earning money. Um, um I am actually focused on my education um but I think we must we must devote our time to different things, to education like in my case to our hobbies, to our family. We just can't um we just can't focus on on on one thing and we must we must deal with different issues in our life, so for example: family, love, education in this way so this is my personal opinion and I would I would I think I would I should go and I will go in this direction.

*Comments about the third question: when the course of your utterance happened to go in the wrong direction how did you fix it. I think that personally when when um when I stopped having any other arguments, much more arguments referring to a particular topic, I'm a bit mixed up, confused and then I start use like gestures so in this way.*

*Um, did you always express you wanted to express or you decided to quit some ideas. I don't think I wanted to quit some ideas but but I think that's there somehow in such a situation when I'm recorded maybe it's stupid but it's not stressful maybe for me but one per cent of stress something like that in this way my basic expressions my word expressions are a bit different than in ordinary life and it's limited for sure.*

*Have you used some strategies you normally happen to use in your utterances . Maybe using more sophisticated vocabulary as far as focus or something like that they are predominantly preoccupied with. I don't know why I always use such vocab in my examinations like practical examinations. It's somehow let's say coded in my brain, not brain but...ok. When you happened to hesitated what motivated you to use word, expressions, sentences you have finally used. When I hesitate I think I use gestures, I start turning my head, nod nodding not shaking but different facial expressions and some gestures.*

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## Webgraphy

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## **Summary**

The following dissertation is devoted to the concept of strategic competence in advanced users of foreign language, and in particular to the functioning of Bachman and Palmer's (1996) model of strategic competence, which assumes that it is a set of metacognitive strategies regulated by affect and not only skillful application of communication strategies. The main objectives of the dissertation assume:

- determining if Bachman and Palmer's (1996) componential model of strategic competence reveals itself in the utterances of the advanced foreign language users;
- observing if advanced foreign language users determine their goal of communication before they initiate their utterances;
- observing if foreign language users attempt to assess their communicative resources before initiating their utterances;
- observing if foreign language users attempt to assess their communicative resources during their utterances;
- checking if advanced foreign language users plan their utterances;
- determining how successful determination of the communicative goal influences the application of communication strategies;
- checking what communication strategies are applied by advanced users of English;
- determining what part of communication strategies constitute paralinguistic strategies;
- determining how many paralinguistic strategies are applied by advanced users of English;
- determining how the linguistic strategies are accompanied by paralinguistic ones;
- observing to what an extent the components applied are explicit/implicit and how far is the advanced user of language's approach to their utterances strategic;
- checking if advanced foreign language users apply the knowledge from theoretical subjects in practice;
- determining whether there were some new components which could be differentiated and what the characteristic features of the new components are.



The dissertation is divided into two parts. The first part covers chapters 1-6 which are devoted to the presentation of the studies directly and indirectly relating to the concept of strategic competence. The first chapter chronologically views research devoted to language proficiency and strategic competence being its component. The second chapter comprises Bachman's (1990) model of strategic competence and its amended version (Bachman and Palmer, 1996). The third chapter is devoted to cognitive basis related to goal determination and planning. Chapter 4 presents affective aspects of assessment in the ongoing process of spontaneous utterance from the neurolinguistic research perspective. The next chapter presents taxonomies of communication strategies; special attention here was paid to how paralinguistic strategies are presented in these strategies. The last chapter is an attempt to determine the advanced foreign language user.

The second part of the following dissertation covering chapters 7-9 is devoted to the presentation of the quantitative and qualitative study conducted. Chapter 7 which is an introduction to the main study comprises research questions, research scheme with the detailed description of the pilot study and its implications to the study proper as well as subjects and research tools and procedures. Data presentation constitutes chapter 8 and the final chapter presents the following conclusions:

- the model of strategic competence developed by Bachman and Palmer (1996) allows for diagnosing its level in advanced foreign language users; determining the goal of communication is the most strategic component of strategic competence perceived as a set of metacognitive strategies – only 37% of the researched subjects determined the goal of communication successfully; the successful or unsuccessful determination of the communication goal allowed for differentiating two groups of subjects whose utterances showed the following differences:
- subjects who determined their goal of communication successfully were more reflective and aware of the course of their utterance which was illustrated by a greater number of comments during prompted retrospection;
- successful goal determination influenced the assessment pattern in both groups as the affective responses were different which was illustrated by different face muscle activation which is inseparably connected with the

assessment of the situation which is either assessed as controllable or not, which proves that strategic competence understood as a set of metacognitive strategies is a synergy of theory and neuroanatomy underlying communication;

- in case of planning both group of researched subjects declared in most cases that they did not plan their utterances either globally or locally, the data collected during our study showed that the global plan of the utterance is inseparably connected with determining goal of communication; local plan was realised by paraphrasing, language users who successfully determined their goal of communication paraphrased more often (they were more syntactically flexible) than those who did not determine their goal of communication successfully. The application of paraphrase as communication strategy proves that a language user has a certain plan they want to follow and a paraphrase becomes a tool used to achieve this goal;
- production which is the last component of strategic competence in our study refers mostly to communication strategies which differed decisively both in qualitative and quantitative terms in both groups, contrary to a popular belief that it is the incompetence or knowledge deficiencies which result in a greater application of communication strategies it turned out that these were the subjects who determined their communicative goals successfully applied communication strategies more often.

On the basis of the study we conducted no new components of strategic competence were differentiated as we believe that the model suggested by Bachman and Palmer (1996) very precisely captures the nature of strategic competence. All the research materials were included in the appendix and in the attached DVD-ROM (backcover). Final part of the dissertation constitutes bibliography of the quoted literature.

## Streszczenie

Niniejsza rozprawa doktorska podejmuje temat kompetencji strategicznej u zaawansowanych użytkowników języka obcego. W szczególności poświęcono ją zbadaniu funkcjonowania modelu kompetencji strategicznej Bachman'a i Palmer'a (1996), który zakłada, że jest ona zbiorem strategii metakognitywnych regulowanych przez czynniki afektywne, a nie tylko opanowaniem umiejętnego posługiwania się strategiami komunikacyjnymi.

Główne cele niniejszej pracy obejmują:

- określenie, czy model Bachman'a i Palmer'a oddaje dynamiczną naturę spontanicznej wypowiedzi, w naszym przypadku – zaawansowanych użytkowników języka;
- obserwację dotyczącą założeń w/w modelu, według których użytkownicy: określają cel komunikacji przed rozpoczęciem wypowiedzi, oceniają swoją wypowiedź w czasie realnym oraz ją planują;
- zbadanie, czy prawidłowe określenie lub nieokreślenie celu komunikacji wpływa na pozostałe składowe kompetencji strategicznej, jak i stosowane przez nich strategie komunikacyjne;
- określenie, jakie to są strategie i jaką ich część stanowią strategie parajęzykowe (zdecydowaliśmy się zastosować nazwę parajęzykowe (Corder, 1983), ponieważ w trakcie badania zaobserwowaliśmy, że większości z nich nie da się odizolować od strategii stricte językowych);
- określenie, jak często zaawansowani użytkownicy języka stosują strategie parajęzykowe i w jaki sposób współgrają one ze strategiami językowymi;
- określić, czy zastosowanie strategii metakognitywnych wymienionych przez Bachman'a i Palmer'a (1996) jest faktycznie związane ze świadomością językową;
- sprawdzenie, czy zaawansowani użytkownicy języka w naszym przypadku studenci piątego roku anglistyki, stosują w praktyce wiedzę zdobytą na przedmiotach teoretycznych;

- zbadanie wypowiedzi zaawansowanych użytkowników pod kątem nowych składowych kompetencji strategicznej, które nie zostały wyróżnione przez Bachman'a i Palmer'a (1996) i opisanie ich charakterystyki.

Rozprawa składa się z dwóch części. W części pierwszej obejmującej rozdziały I – VI, przedstawiono badania bezpośrednio lub pośrednio związane z zagadnieniem kompetencji strategicznej. Rozdział I, jest poświęcony historii badań dotyczących zagadnienia kompetencji językowej i wyróżnienia w niej jako elementu składowego kompetencji strategicznej. Rozdział II zawiera prezentację modelu Bachman'a (1990) i jego zmodyfikowanej i rozwiniętej wersji zaprezentowanej przez Bachman'a i Palmer'a (1996). Następny rozdział prezentuje kognitywne podstawy teoretyczne związane z określeniem celu komunikacji oraz planowaniem. Rozdział IV prezentuje afektywne aspekty oceny w realnym czasie spontanicznej wypowiedzi z perspektywy badań neurolingwistycznych. Rozdział V prezentuje strategie komunikacyjne, związane z produkcją. Szczególną uwagę poświęcono na to, jak w taksonomiach strategii komunikacyjnych ujmowane są strategie para językowe. Ostatni rozdział określa relację pomiędzy zagadnieniem kompetencji strategicznej a zaawansowanym użytkownikiem języka.

Część druga niniejszej rozprawy, obejmująca rozdziały VII-IX stanowi opis badań ilościowych i jakościowych przeprowadzonych przez autorkę rozprawy. Rozdział VII, stanowiący wstęp do badania głównego, zawiera opis pytań badawczych, schemat badań oraz szczegółowe sprawozdanie z badania pilotażowego, a także opis metod badawczych, w tym opis próby, instrumentów oraz procedur badawczych. W rozdziale VIII zaprezentowano wyniki oraz analizę danych, a w rozdziale IX, następujące wnioski.

Model kompetencji strategicznej zaproponowanej przez Bachman'a i Palmer'a (1996) pozwala na zdiagnozowanie jej poziomu u zaawansowanych użytkowników języka; określenie celu komunikacji jest najbardziej strategicznym składnikiem kompetencji strategicznej rozumianej jako zbiór strategii metakognitywnych. Tylko 37% badanych użytkowników było w stanie określić ten cel prawidłowo. Prawidłowe, bądź nie, określenie celu komunikacji pozwoliło na wyodrębnienie dwóch grup użytkowników, u których zaobserwowaliśmy następujące różnice:

- użytkownicy, którzy poprawnie określili cel komunikacji byli bardziej refleksyjni i świadomi tego, jak przebiegała ich wypowiedź udzielając więcej ilości komentarzy podczas *kierowanej retrospekcji*;

- poprawne określenie celu komunikacji miało także wpływ na to, jak przebiegała ocena wypowiedzi przez badanych, wzorzec afektywny różnił się w obydwu grupach, co można było zaobserwować na podstawie aktywacji mięśni twarzy, które są nieodłącznie związane z oceną sytuacji (nad którą można sprawować kontrolę lub nie); to z kolei dowodzi, że kompetencja strategiczna rozumiana jako zbiór strategii metakognitywnych łączy w sobie teorię z podstawami neuroanatomicznymi regulującymi naszym zachowaniem, także językowym;

- w przypadku planowania, obydwie grupy badanych w większości deklarowały, że nie planowały swojej wypowiedzi ani globalnie, ani lokalnie, natomiast dane zebrane w trakcie obserwacji wykazały, że globalny plan wypowiedzi jest ściśle związany z określeniem celu komunikacji; plan lokalny był realizowany w formie parafraz; użytkownicy, którzy poprawnie określili cel komunikacji parafrazowali znacznie częściej (nie byli sztywni syntaktycznie) niż ci, którzy cel komunikacji określili źle; parafrazowanie dowodzi, że użytkownik posiada pewien plan lub wzorzec, który chce zrealizować i parafraza jest narzędziem, które ma do tego doprowadzić;

- produkcja, która jest ostatnim elementem kompetencji strategicznej w naszym badaniu dotyczy przede wszystkim strategii komunikacyjnych, które zdecydowanie różniły się pod względem jakościowym i ilościowym w obydwu grupach; wbrew przekonaniu, że to niekompetencja lub luki wiedzy przyczyniają się do stosowania strategii okazało się, że to użytkownicy, którzy poprawnie określili cel komunikacji częściej stosowali strategie komunikacyjne.

Na postawie przeprowadzonego badania nie wyodrębniono nowego składnika kompetencji strategicznej, jako że uważamy, iż model zaproponowany przez Bachman'a i Palmer'a (1996) określa precyzyjnie dynamiczną naturę kompetencji strategicznej.

Wszystkie materiały badawcze zamieszczono w aneksie oraz na płycie DVD- ROM (okładka). Pracę kończy Bibliografia, zawierająca wykaz cytowanych prac.